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ABSTRACT

Thirty librarians from Great Britain attended the Seminar on Human Aspects of Library Instruction. This document is a transcript of the tape from the Seminar. It provides the text of the papers presented, and the verbatim oral questions and answers of the group discussions. The two papers presented are: (1) "Instruction or Induction: The Human Approach to Student Involvement in Library Materials" by Thelma Bristow and (2) "Library Instruction Concerns People" by Hazel Mews. (MF)

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Seminar on

HUMAN ASPECTS OF LIBRARY INSTRUCTION

9th December, 1969

held at the University of Reading,

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Preliminary note

The Sconul "exchange of experience" seminar on Human Aspects of Library Instruction was held in the Palmer Building of the University of Reading on 9th December, 1969. Thirty librarians from all over Britain attended the seminar, and their papers and discussions were recorded on tape; the following Proceedings are a transcript from this tape.

Time did not permit reference back to all who took part in the discussions, so where coughing, overtalk or blurred sounds made it impossible to follow exactly what was said, a certain amount of editing has had to be done. Omissions in the actual text of the discussions have been indicated by the customary three dots, but passages concerned with practical announcements and other ephemeral matters, particularly at the end of the day, have disappeared without trace.

I am most grateful to the Editor of the Library Association Record for his permission to reprint here my own paper, originally published in his pages in January, 1970.

Hazel Mews

STANDING CONFERENCE ON NATIONAL & UNIVERSITY LIBRARIES

Seminar on
Human Aspects of Library Instruction
9th December 1969

Venue: Room G08, Palmer Building, Whiteknights, University of Reading

PROGRAMME

Time

11.00 - 12.30 Morning session

1) Welcome by Mr. J. Thompson, University Librarian, Reading
2) General announcements
3) Mrs. Thelma Bristow, Comparative Education Librarian, University of London Institute of Education, on Instruction or Induction: the human approach to student involvement in library materials
4) Discussion

14.00 - 15.30 First afternoon session - Present Practices

This discussion and "exchange of experience" was opened by Mr. G.L. Hayhurst, Science Librarian, University of Nottingham, and by members of the S_3R (Southampton, Surrey, Sussex, Reading) Library Instruction and Information Working Party.

15.45 - 16.45 Second afternoon session - What of the future?

In order to allow enough time for unhurried discussion during this concluding session, Dr. Hazel Mews only briefly introduced her paper on Library Instruction concerns people. A stencilled copy of the text, which appeared in the January 1970 issue of the Library Association Record, was sent out with the programme for the seminar.

SCONUL SEMINAR

ON

HUMAN ASPECTS OF LIBRARY INSTRUCTION

9th December, 1969

PROCEEDINGS

Morning session, 10 a.m. to 12.30

Mr. J. Thompson, Librarian, University of Reading.

It is a considerable and genuine pleasure to welcome you to this Seminar on the Human aspects of library instruction, and I do hope that you will find it stimulating and informative.

Let me give you some background to it, in personal terms at any rate. Before I came to Reading I was acquainted only with the two standard features of all attempts to introduce users to libraries. First the welcome address by the University Librarian - who, annually, would emerge blinking from the warmth and shelter of his office to say a few words of welcome, warning and exhortation to groups of freshers. Secondly, the annual series of library tours for freshers, conducted by various members of the Library staff.

This was all the experience of library instruction which I'd really had until I went to Glasgow University. In my time there, I was once asked to give three lectures to a group of students on standard reference works and bibliographies. I prepared my first lecture very carefully, plagiarising chunks from Walford, and compiling exhaustive lists. I delivered this lecture, word for word from a typescript, to a large group of students. I had been bored while preparing it; I was even more bored while delivering it. The students were earnest, but plainly groggy at the end. On the following day, for lecture two, I abandoned my typescript altogether, and tried to humanise my delivery - but attendance had by then dropped dramatically. On the third day - forgive me if I sound biblical - my lecture was again differently delivered in view of my two previous experiences, and attendance by students had adjusted itself upwards once more. What I am trying to say is that both instructor and instructed had learned something from this limited experiment - each had adjusted, each had altered the initial stance.

When I came to Reading, Dr. Mews, as Sub-Librarian in charge of Library Instruction, and the students of this University, were undergoing a similar experience though on a very much larger scale. My predecessor as Librarian had organised experimentally an elaborate and compulsory programme of library instruction seminars for all new undergraduates. At the point when I arrived the students had become antagonistic, the academic staff were piqued, and the Library staff were sinking under the burden. In the course of these past two years, with my encouragement from the sidelines, Dr. Mews has carefully dismantled this whole experimental programme, and has replaced it with a more voluntary, pragmatic system. All of this, however, has been

accompanied by a great deal of anxiety on the part of Dr. Mews and myself because concurrent with our revision have been numerous articles in the professional press describing in glowing terms splendid library instruction programmes which are apparently going like a bomb elsewhere. We were able to turn very usefully to our colleagues in the regional co-operative group of University Libraries - Southampton, Surrey and Sussex - and we have these colleagues here today on our panel. However, Dr. Mews and I still felt the need of airing the problem nationally.

Thus when Dr. Urquhart at a recent meeting of the Standing Conference of National and University Libraries suggested that various libraries in areas of particular interest to them should organise exchange of experience seminars, we leapt at the chance. If ever there was a topic in which all the university libraries in this country needed to exchange their experiences, whether positive or negative, that topic is library instruction. Hence our reason for being here today.

As I said at the beginning of these remarks, I do hope that today's proceedings will be both informative and stimulating. I should warn you that we intend to tape-record our deliberations, and would hope to put out a transcript of them for the benefit of those who were not able to attend. I shall now return this seminar to the competent hands of its organiser, Dr. Hazel Mews.

Dr. Hazel Mews, Chairman — As Mr. Thompson has indicated, when I was asked to organise an exchange-of-experience seminar on library instruction it seemed to me that discussion of the human side of our activities had so far been largely neglected. There are plenty of people working on and writing about automated aids to teaching - films, slides, video-tapes, etc. - but not so many people paying attention to the human side. We are "instructing students" almost in vacuo, a kind of abstract activity; surely we ought to consider more closely the student and the university situation in which he is instructed. About this time I heard that Mrs. Thelma Bristow of the Institute of Education in London had been paying attention to the human and psychological side of library instruction and was writing a thesis on this subject for the University of London. Her own interest in these problems had grown out of a need to make adjustments in her own teaching methods in a programme which was very closely integrated with other courses. During her own work she had found the need to adapt and make changes suggested by the new insights she had gained as she went along. It seemed to me that we might learn much from Mrs. Bristow and I asked her to give our opening paper. Mrs. Bristow has also just returned from the States where she has been investigating what the Americans are doing at the moment, so I am sure what she has to say will be of very great interest.

INSTRUCTION or INDUCTION: The human approach to student involvement in library materials

by Thelma Bristow

'To step aside' said Robert Burns[1] 'is human'. I am going to talk to you about my stepping aside in this discussion concerning library instruction. I should perhaps explain that I became involved in this business without being in the least aware that it had happened and I was well sucked into the whirlpool before I had time to climb out. What began fortuitously as a response to a need has now become the subject for some research that I am pursuing. This was encouraged by the head of the course for whom I ran a reading seminar. Since we have now reached a stage in librarianship where library instruction is inevitable I am grateful to be given this opportunity to pool my experience with yours in order to discover various ways of making it both informative and interesting.

Lord Verulam speaking at a Conference on library services in technical colleges in London 30th October 1957 said "One of the primary objectives of a liberal education is to teach the individual the use of books, to read no less than to write, to know where to find what is wanted and to <u>enjoy</u> finding it. All this is far more important than for example, the present trend in certain quarters to teach people to read faster ... And the library has one yet more important task to fulfil - the best that a liberal education can offer is the gift of imagination, the capacity to build castles in Spain and weave tissues of fantasy ... The case for liberal education, and with it for its natural corollary the comprehensive library rests most firmly on the tenet that technology is not of itself enough." [2]

R.L. James,[3] investigating the reading efficiency of students at a technical teacher training college in 1963, found that at least one third of the student intake possessed reading skills of such low order as to make successful study and reading of material required very doubtful. After applying the Harvard University Reading Course he concluded that it improves reading of students whose comprehension is satisfactory, for those with unsatisfactory comprehension scores rapid reading training may develop faster reading but it is unlikely to improve comprehension and suggests that change of curriculum is desirable. He concludes "The variability among the students is so great as to render a common curriculum in education for all students a doubtful proposition". He makes no mention of the library and this is a college where there is a course for teacher training for librarians.

Margaret Johnson[4] in her Ph.D. thesis (1963) on "A study of teachers' attitudes to educational research and of the means by which practising teachers may be influenced by research findings" states "there is little evidence of widespread reading of various books on educational psychology and little likelihood of practising teachers being greatly influenced by research findings as a direct result of their reading of books which describe them. The books exist, but without more direction and encouragement not many practising teachers are likely to come across them." She goes on to recommend more in-service training courses but also does not mention libraries.

I could continue to quote evidence of the lack of reading and reading skills in students in the 1960's yet in the last thirty years over two hundred articles have been written in English journals on the subject of student instruction in the use of libraries and books. Library instruction was being thought of as early as 1876 in America. Mavis Tidmarsh [5] in her excellent survey 'Instruction in the use of academic libraries' has covered the development and trends in library instruction in Great Britain and America comprehensively and in some detail giving explanation of various methods, surveys and problems.

It seems to me that library instruction now falls into four main categories:-

1) The work done in university libraries generally and in particular such as Reading, [6] Southampton [7] and Lancaster [8] where experimentation has gone on.

2) The work done by tutor librarians in technical colleges and especially Hertfordshire which has been well described by Carey. [9]

3) The work done by the N.L.L.[10] and the librarians in the scientific libraries. [11]

4) The work done by non-technical colleges such as the tutoring by Frank Hatt [12] at Canterbury and the work done in Institutes and Colleges of education.

Before I go on to describe something of my own experience in the last group I should like to go back to 1955 and an article written by R.O. Mackenna, [13] in the Journal of Documentation. He is commenting on the Royal Society's information conference of 1948 which emphasized the fact that practising scientists needed training in the use of libraries as a regular part of their scholarly equipment, as a result of which the University and Research section of the Library Association appointed a working party and published its recommendations in the L.A.R., May 1949. This dealt with guided tours to introduce the library, talks to second year students on bibliographical methods of searching, and advanced instruction for research students given at the beginning of their postgraduate course. Mackenna goes on to say "We are in danger of forgetting that the whole may be greater than the sum of its parts: that the world's great books have an individuality which makes them as entities more important than any single fact or idea enshrined in them. We are in danger also through too frequent harping on the concept of books as tools of forgetting the most important of all functions which a book can perform, namely that of detonator, setting off in the mind of the reader a train of independent thought which, whether it change the world or not, is the ultimate justification not only of the book immediately responsible, but of all educational effort. For university librarians in particular this consideration is vital and somehow or other they must contrive to convey a sense of it to their readers whom they train in library use."

This changes the emphasis from 'instruction' to 'induction'; that is, a 'leading in' to material, not merely teaching a method of finding a 'way in' but actually 'leading in' to the content of the book. This is again confirmed (and I must muster my supports from reliable sources before I bring down your wrath upon my head) by the Principal of the University College of Wales, Thomas Parry [14] who said at the Home Counties Branch of the L.A. Annual Conference at Eastbourne, 26th April, 1968 "I am a firm believer in the dictum that the most important thing a student learns at the university

is how to learn. He should be encouraged in every way to work on his own, because that is the first pre-requisite to his being able to think for himself. This working on his own is inevitably tied up with profitable browsing or systematic searching in a library. I am convinced that the shape of things to come in the universities must include full use being made of the university library in the teaching of undergraduates and the librarian and his staff being involved just like the teacher only in a different capacity. This is an area of library activity where no amount of automation or mechanized information retrieval will replace the competent librarian or displace the book as a teaching medium. "

Let me add one comment from America by Guy Lyle,[15] director of libraries, Emory College, discussing the use and misuse of the library in The president, the professor and the college library (1963); he says, "The faculty have the primary responsibility for the structuring of the academic courses for independent study. Present teaching practices would appear to provide little incentive for students to substantial and rewarding reading. If professors are wedded to the idea of using textbooks and reserve reading, there is little the librarian can do about making changes. He should however continue to exert his influence in working with individual professors to promote independent library use and to this end should create a library atmosphere conducive to tutorial instruction. For example he should encourage the discussion of books by providing talking rooms near to reading rooms, make available as many private studies as possible ..."

I have at last arrived at what I want to talk about, that is reading and talking, - relating books to people, - to individuals in groups - and relating books to personal experience.

In 1954 I went to work in the Institute of Education Library in the University of London. Among many other duties in an extremely overcrowded and non-purpose-built library was the opening twice a week of the most 'mini' department library that ever existed. It was housed in a clothes locker on a fourth floor landing and consisted of some psychology books intended for a newly established course for teachers of maladjusted children. These were mature students who had been teaching for a long time. They were 'out of practice' where study and reading were concerned, and they found their long reading lists somewhat deterring.

I had not previously read widely in the field of psychology. However I found these students and their reading problems a challenge. Having somewhat ameliorated the space problem by moving to a bookcase with a grill door, (I mention this since, as it was so difficult to put on and off, a student had to help and it thus served as a somewhat hilarious point of easy contact with the students) in a basement room I set about encouraging some joint reading. These students wanted to talk about the books they were reading, so we talked in an informal way as they took or brought back their books. In time I was taking along periodical articles to support discussion. Reading and talking flourished in this dim and cellar-like atmosphere. The academic course flourished too, and Dr. Edna Oakeshott, the head of the course, a very library-minded faculty member, and I went book buying together and increased the stock substantially.

After a year or two the Institute library moved into larger premises and the separate department libraries were amalgamated into one central library. Dr. Oakeshott refused to have her students deprived of individual library help as part of the course programme. I compromised by amalgamating the books into the central stock but took books and journals each week to a store room in the library where the students came to meet me. By this time the course had so developed that students had to produce individual research studies as well as write an examination. This meant that methods of research, use of tools and ways of reading became important to these students. One year a group asked me to instruct them in actual 'how to read' programmes and asked advice about 'rapid reading' techniques. We discussed these methods: some of the group had tried them and many had taught children how to read. I had never had much belief in 'rapid reading' since it does not seem to have been proved that it helps comprehension. I had too always felt that talking helps reading - that reading needs to be made 'familiar' or, as one overseas student described it 'in this seminar the books become domestic, near to me, is that how you say?' I felt it was no use my instructing the group 'how to read'; they must read and help each other. They were the teachers, I the librarian. I asked two very different types of student to summarize the same book - Erikson's Young Man Luther. One student was an extroverted Australian and the other a rather intellectual, somewhat withdrawn Englishwoman. The resulting summaries were extremely interesting. The Australian's summary was very well organised and presented. He had looked at the author's credentials, the contents list, the introduction, skimmed here and there, read the conclusion, used the index intelligently to pin-point certain issues and admitted, at the end, that he had not read the book through since he did not feel it was his type of book. The woman had obviously become completely involved in the book - it was her type of book. She found it difficult to summarize for this reason since it all meant so much to her. A most violent discussion broke out in the group on the ethics of non-reading a book - reading objectively or subjectively - how to analyse a book. Why should one consider the author's point of view? If two people read the same book with such different results what was the true interpretation? Was there a true interpretation? What is interpretation? Is it completely subjective? Is imagination an asset or a deterrent in reading? This gave me an opportunity to discuss method in relation to imagination, to show that a framework for reading and a way of learning to track down all types of material could make for an objective approach, and that the individual making this approach obviously developed his thinking while doing so, that personal discovery, personal experience and personal expression make an imaginative process that surely is a part of cultural development. A consensus of opinion was reached and it was agreed that personal expression should form part of the seminars through the presentation of summaries by a member of the group, followed by a discussion with the rest of the group. From that time the seminar has followed this pattern. The examination is now held in the library with books and the reading seminar is an integral part of the course. I now follow a three-term programme which I will describe in some detail since it is difficult to discuss the theory of this type of library work without describing the practice.

Before coming on the course the students have been given a preliminary short reading list. These are books that they should have been able to obtain from their public libraries. When they arrive they are given a very long bibliography. These lists have been worked out jointly by the faculty staff and myself. I have been given a list of the students on the course and I make out an individual card for each one. This card records their name and leaves spaces for their interests, the title of their special study and on the back of the card a place for any particular

book requirements.

I have a teaching trolley which looks like a square box on wheels. This holds about fifty books and journals and opens out into a long display table. I take to the first seminar books that relate to maladjustment in the modern world, autobiographies, not too difficult psychology books and some fairly lively looking journals and the British Education Index. I set all these out in a fairly disordered way and when the students are settled in the room I give them the cards to fill in. This often produces some questions. They wonder what 'interests' mean; they are a little chary of giving themselves away and sometimes fail to fill it in. I tell them to leave the special study column blank since they will not know what this will be yet, or if they do they will probably change their minds about it. This discussion is useful, it helps me to get to know students' names and to make a one-to-one relationship with each student. I talk about the arrangement for the seminars and describe the library as a whole to them. I describe the British Education Index and hand out a typed summary of it to each student. I give each of them a plastic folder to keep it in. I explain that each week they will add to this collection of notes on bibliographical tools since I shall begin each seminar of the first term by describing one tool and showing them how to use it by taking one of the 'interests' topics from their cards and tracking down material on it. This immediately stimulates some interest in the tools if only because of the 'free gift'! I talk a little about book summaries, different ways in which they can be done, also how to look at a book to appraise it quickly. I give a short summary of a book as a sample, usually a novel or an autobiography relevant to the course. This seems to awaken an interest and I always get a volunteer offering to talk about a book the following week. Then I take them round the library and introduce them to heads of departments, showing them where various types of material are to be found.

The second seminar of the first term I follow up the 'interests' column on the students' cards and bring either a book or article for every student. This surprises them but it serves to show that the library has a wide coverage and that I have an individual interest in everyone's needs within the group situation. The students who did not fill in the 'interests' column now feel deprived and come to fill in their cards. I therefore make a contact with them personally which is useful. They usually want to make a note of some books or articles. This leads to a discussion on how to make a bibliography.

Many older English students have not had training either in their schools or colleges on bibliographical references or indeed in library use at all. (This is now changing as school libraries increase and library instruction is becoming part of the library service.) I follow this with showing the need to keep all references either on cards or in a loose-leaf folder method. I point out that as the examination is held in the library with books it is not necessary to burden the mind with facts that can be found in books but they must know where and in what book information may be found. An annotated reference enables one to do this. A bibliography must therefore be maintained from the beginning. I give them practical details of cards and boxes and show them samples. I usually talk about one tool - possibly Child Development Abstracts. Before going on to the book summary, I ask if anyone has seen or read anything of interest relevant to mental health. There is usually a television programme or something to comment on which all helps to give

a breadth of information. After the summary there is a discussion and after that students come up to ask me questions and look at material. Books can be taken out but they are issued from the main issue desk. If one is too busy students are afraid to come and ask for help, so I am available just for talk. This increases as the term goes on both before and after the seminar and students also come to my office when they need special help.

The seminars proceed in this way until the last one of the first term. Then I collect together all the tools that I have talked about each week, take a subject and collect references from them all on that subject and follow them through. This means I bring a mass of material to the seminar and work through from one reference to the other fairly fast. Students are often astonished at the amount of material one can find. I sometimes follow a wrong line, make mistakes, find bad references without sufficient data and so on, in order to demonstrate to the group some of the problems involved in literature searching. I also talk aloud so that they can see that in rejecting some references and accepting others I am forming a point of view - that a line of thought is being formulated. We have some discussion about research and I point out that the following term they will be beginning their special studies and will have to begin collecting material.

There are usually many volunteers for book summaries by now. The problem is whether to let students choose their own books or try to direct their choice. I usually leave the choice to develop out of the group ethos. The group is different each year. Often one special interest seems to develop of its own volition. Most books can be used to be of value to the course, so I do not direct too much, though students sometimes say they think I should. (Remember these 'students' are all experienced teachers!)

The second term begins with students having ideas about their special studies and coming to discuss possible material, what other libraries might be useful and so on. This term, too, I often have one or two students coming to see me who say they have always found reading difficult and will I advise them individually. I help them choose books and discuss the relationship of ideas and how to link one book or idea to another, or to their own experience. I use the back of their cards to make book suggestions for them.

The course gathers momentum and students begin asking to summarise books that relate to their own research. This helps them to clarify their ideas. This is one reason why I do not like to direct their choice of books too much. It is a more sophisticated approach for them to relate their research thinking and their general reading together. These summaries and discussions help to show up to themselves any weaknesses they may have. It is surprising how often a book discussion can be a traumatic experience. This seems to be due to the effect of the group on each other in relation to books. This is the only time during the week that the whole group come together and they bring different educational experiences from the rest of the course. This is a meeting point and a confrontation. As a librarian I am in a way a pivot but as such not a leader nor a teacher. They are teachers in a learning situation. I set the scene for the learning situation, but I do not dominate it. Like the Cheshire Cat, I fade into the background. It is in modern jargon a 'happening'. I never know quite what will happen at a seminar.

I make a certain framework: I provide an apparent disorder of books, journals, cuttings, theatre programmes, etc. In actual fact the choice of material is not haphazard. I relate material to the book to be discussed and to students' special needs. They soon realise this and look fairly carefully to see if there is anything particularly useful to them. Rather like a lucky dip with labels on! Out of this apparent disorder I try to show them a way to make some order, some method for learning and writing. I think they gradually come to realise the excitement of this. Students often come to tell me of some great discovery of material. One came this term to say: "I am changing the subject of my special study. I have so much material that I am going to make it eventually into a book. Now I know how to find and organise my material I can carry on after this course is over. I have chosen something more confined for my special study."

During the second term I do give them one talk on how to arrange their bibliographies. When they have collected so many cards that they cannot manage them, and not before, since it means nothing till the need arises, I suggest they arrange them under the main headings of the course with the sub-headings as set out in the course catalogue. This helps to show up where they are missing out on their reading, since if they have a heading with no cards behind it, it means that they need to read in that area. They see the point of this arrangement and usually follow it. Most students, I have found as a result of a questionnaire, continue with these bibliographies after they have finished the course.

The third term leads up to the examination. This is held in the library. I have to get all the books back a week before the examination. I see the questions before the day and collect and set out in alphabetical order all the books I think the students may need. They bring in their own books and notes. They often ask for special books to be there and I try to make sure they are. I am present during the examination and sort out any problems such as two students wanting the same book at the same time. It is planned to be a fairly relaxed occasion. They can smoke, and they are provided with tea and coffee and biscuits. They still say it is a strain, because it is a more mature approach to finding out if they know how to find out. In a way they are on their own - there is no excuse if they fail except in themselves. They have to face up to the challenge of facing themselves. In a way this is what they have been learning to do during the course. Though they are very much part of a group they are learning to study independently, to think independently, to write an examination independently and finally to go out to do very difficult teaching independently. But books become a support. It is surprising how often old students from this course come back when they are having a difficult time teaching to look up some of the books. They find comfort in going back to the theory - a framework within which they can manipulate their individual problems.

I have described a reading seminar run for one course. There were requests for others from various departments. Owing to lack of space, time and staff it was difficult to do more than a few 'one time' seminars to other groups. However last January we moved to larger premises. We now have a seminar room. We have made this a rather pretty informal room. It has glamorous curtains and a number of African adornments including an interpreter's stick which has become a symbol of the room, it is carved from some African wood and shows two figures sitting opposite to each other and partaking of some food and communing with one another. Students seem to enjoy coming to the room and it is already too small and almost always in use.

We now have a number of subject specialists from the senior library staff taking a part in these seminars. The librarian, Mr. Foskett, takes a number of them himself. We had a staff seminar before we began this year to discuss problems and we plan another at the end of this term to discuss how we have fared and to pool experiences. We have all the tools, about 140 relevant to education summarised on quarto sheets and filed alphabetically. The person taking a seminar takes out the appropriate number, one for each student, and collects the tools required. We are making a collection of them in the seminar room in order to economise on staff time. It depends on how many periods the particular group of students are having as to the method of conducting the seminar, by lecture or discussion. But the problem approach, the giving out of cards asking for interests is always used both with small and large groups. It is the action way of demonstrating the use of tools. Lengthy descriptions mean little and can be very boring. It does of course take time to search out articles relevant to the interests. When we have library school students attached to us we give the task to them since it is a way for them to learn also how to use the tools. They seem to enjoy the exercise and the students are very pleased when they see how much can be found on their subjects.

It is obvious that different members of the staff will run these seminars in different ways according to their temperament. We plan some sort of framework so that they have something to fall back on in times of crisis but otherwise we like to allow a certain amount of freedom. Someone who is very good at lecturing will lecture. I do not like lecturing. I like to have some response so I use the non-directive seminar method. Actually I feel rather strongly about this question of librarians becoming teachers. It seems to me that if people choose to be librarians they want to be librarians first and foremost. Probably they chose to be librarians just because they did not want to hold forth to other people, but prefer to meet people on a level. The librarian is in a non-authoritarian position and this, it seems to me is very fortunate in this day and age when students are demanding the very things that we have to give. They want less lectures and more seminars. They want a more interdisciplinary approach to knowledge. This is the librarian's function. A lecturer must be subject orientated, a librarian must have a multidisciplinary approach. As Paul Leedy [16] an American reading specialist says, "All reading, of course, is not the same reading. There is one reading for the humanities and another reading for the sciences, and reading in each academic area has its own distinct and specialised skills. You do not read Emerson and Einstein the same way ... In this may lie the solution to some of our educational bottlenecks. As we shall learn to dedicate the gadgets of modern science - television and all other media - to the cause of higher education perhaps we shall learn to develop more effective ways of teaching the art of reading the book as the principal instrument of self-enlightenment. Now we fumble, but we are also historically only within the first half century in which books have been placed extensively in the hands of the college student. The remedial clinic, the quickie course, speed reading, the fist-in-the-dike approach is not the answer. The answer lies in a liason of minds. The reading specialist (or librarian) and the college professor must sit down in common quest together. Each must clean his professional spectacles. By doing so they both may be able to see the problem, the opportunity and the challenge more clearly. And above all they must see the bewildered student and problems he faces when he is left alone in the awful presence of the printed page. Ultimately they must find better professional ways

in which to produce college men and women who have mature skills in reading, adequate to the farthest demand of the realm of print."

For this reason I am somewhat worried by the articles and letters now appearing in professional journals from librarians demanding conventional teacher training courses. The teaching of bibliographical tools in a conventional way can be very dull both for the teacher and the students. It can appear a waste of time unless it can be seen to be not only the way into a subject but also a way of perceiving relationships of knowledge - that this generates new ideas - in fact it can be stimulating as well as useful. This means that ideas have to be drawn from the students themselves and rearranged in different ways. What is this but a librarian's skill? We are used to classifying knowledge even faceting it! We belittle ourselves too much if we deny ourselves the use of our own skills and seek out others which are actually becoming outmoded. Teachers are now seeking for new ways of encouraging learning. The School Council's innovations for the curriculum for teaching in last year at school when the school leaving age is extended are based on the use of materials with non-directive seminar groups.

Perhaps I should explain at this point, in case it is not clear, that my particular interest in library instruction where my research investigation is concerned is in the way in which bibliographical tools are taught. After dealing with numbers of post-graduate students for several years it appeared to me that students from America had usually been trained in the use of tools whereas most English students had not. On the other hand, the American students seemed to have often lost out on some imaginative process in reading, in seeking out material, and in putting it together. I therefore wanted to find out how library instruction was done in the U.S.A. both in the schools and colleges. Accordingly I set off for America last January to investigate this and to find if they had any solutions to the other problems concerning library instruction.

The problems seemed to fall into three main areas -

1) Statistical - vast increases in student admissions.

2) Relationships between library staff and faculty staff.

3) Both shortage of library staff combined with the fact that many librarians appear unsuitable for the work of library instruction and indeed do not want to do it.

I gathered from reading that a variety of ways were used in various schools and universities. I made a cross section investigation and visited schools, colleges and research libraries across the country. It is not possible here to talk about all that I saw. I should like to say how impressed I was with what is happening in the school libraries. With the aid of the Knapp Foundation fund eight experimental libraries were set up and the benefits from these libraries are so apparent that their influence has spread to others. Library instruction is given from an early age throughout the school.

The first university I visited had 30,000 students. They had all the audio-visual equipment and had experimented with using it but they were still not satisfied with the results of this. One university where they had introduced a programmed learning method with an examination that had to be passed before students could go on to their fourth term found that students were learning the correct answers to the test without actually looking at the books at all. They were trying again with the human being reintroduced as a new method!

The library-college concept is being tried. Large multi-universities are breaking down into smaller colleges for teaching purposes, the idea being that the library is the centre of the learning situation with many seminar rooms and carrels for audio-visual equipment. The problems arise between the relationship of teaching and library staff. Dr. Knapp [17] has described some of these problems in her work on the Monteith college experiment. Exciting new colleges are being built such as the new one in Amherst-Hampshire College. Here the whole thing is to be an on-going experiment and the students are going to be involved in the experiment from the beginning. It is planned to be a kind of visual help yourself library. The librarians are to be spared every mechanical chore possible so that they can be free for serious work with students most of the time. The library staff of the new Federal City College in Washington seemed to be all involved in teaching students at any moment of the day, both individually and in groups. The person I visited had a notice on his office door 'Don't knock walk straight in'; since I was too inhibited to do that I knocked but was fortunately not rejected for doing so, I half feared I might be, the atmosphere of the library was so obviously 'wide open'. They are trying every innovation possible to help students become involved in books. It is not called a library but a 'media centre.'

The college that seemed to me to have solved the problem in the most satisfactory way was Mount San Antonio junior college in California. It is a two year college which both prepares for university entrance and provides vocational education. There are about 13,000 students. It had been planned from the outset with the library as the centre of the teaching situation. There are four main subject reference libraries. Each has a desk with a talking area around it where the bibliographical tools are kept. There is a large quiet area for reading and also a fairly large seminar room with a glass partition wall so that people can see what is happening in the room which often attracts other students to join seminar groups. The four reference librarians are part of the faculty staff and they attend all curriculum meetings. The students are given a test in library skills at the beginning of their course. If they fail they have three lectures on how to make the best use of libraries. As their course proceeds they have seminars as the need arises, either in small or large groups by library staff and by faculty staff. The librarian knows the needs of the students at each stage of the term and can accordingly arrange displays of material and discussions on it at exactly the right teachable moment. There is another reference librarian who specialises in audio-visual material and she provides material whenever it is needed, even piped music! Various mechanical aids had been tried for helping students find their way about the library but apparently these machines broke down more frequently than the human voice and they were not in use at the time I was there.

These reference librarians had been very carefully chosen for their human qualities in dealing with people, combined with a specialised subject knowledge. They are fully accepted as valuable colleagues by the academic staff. They are paid comparable salaries and have the same conditions of work. It seemed to me a very happy and workable library which is being fully used as a teaching instrument.

Before I returned to England I attended a School librarians' conference. A psychologist gave one of the papers which was about creativity in learning. He talked about the memory bank idea which freezes mental learning. He pointed out that librarians are in a vulnerable position for aiding and abetting this. He said the human being can be locked in by too much storing of knowledge. But the enquiry process of learning makes the teacher, librarian and student part of an interaction relationship.

He concluded by saying that the librarian is a midwife - the books the tools for the delivery of the human being.

I came back from America feeling that the only way to solve some of the problems of library instruction is to involve all the library staff in student involvement in library materials. Mechanical aids though vitally necessary in order to retrieve time for the serious work of helping students have not solved the problem. This means that the librarian's role has somehow to be changed. This is difficult since many people still choose to come into library work for an escape role. The outdated image of the library as a quiet retreat is still part of a current myth about libraries. Thus the modern requirements of the profession are different from the conceptions of many of the people in it. Therefore it seems that the young people going into the profession have to be changed somehow to make them suitable for the new roles in library work.

Since 1954 I have been seeing teachers change and prepare themselves for a new role - the very difficult role of teaching maladjusted children. Could not some of the skills of this course be applied to at least one course in the teaching of librarians? The seminar method of teaching could be used to teach them perceptual awareness. Books could be chosen, the discussion of which would help their personality development while at the same time teaching them how to run seminars with books. In fact the medium would be the message. The content and the method would have a double use.

There are other ways of teaching awareness which I have investigated. There is the work of Professor Parnes at Buffalo University. He proclaims that anyone, even librarians, when I questioned him on the matter, can be taught to have a creative and more flexible approach to life and to their work. Industry is experimenting with T-group training and group discussion management courses. Manchester Public Library has been using these methods for in-service training for their staff and the staff seem to find it stimulating.

Possibly an amalgam of these ideas may be worth thinking about. I am still working on this part of my research. I have been encouraged in my thinking by the discovery quite by accident I may say, of a book which is completely in accord with my own experience in this seminar method of teaching - The anatomy of judgement by M.L. Johnson Abercrombie.[18] I shall talk a little about this book before you all begin to attack me by saying, "This seminar method is all very well with one group of mature students, but you could not possibly use it for undergraduates." This is exactly what she has done and she has published the evidence to support her case. The reason for her study was that as a teacher of zoology she noticed that students grounded in school scientific subjects did not necessarily use scientific ways of thinking to solve problems presented in a new way. They did not always distinguish between what was there and what should be there when looking through a microscope. University teaching did not seem to produce much change. "It seemed that scientific ways of thinking did not automatically result from learning the facts of science and that a more radical approach to training was necessary." She then became involved in teaching medical students and realised by then that some of these difficulties of being scientific were related to general attitudes or personal predispositions. She began to teach through discussion. This involved a different relationship between teacher and student and between students themselves. This was difficult at first.

The main difference between this method and traditional ways of teaching is in the amount of attention that is paid to the actual processes of thinking and observing, distinct from just seeing the results. The student learns by comparing his observations with those of his peers. These observations are related to his own experience. The method is therefore more subjective - human but the result is more objective - scientific. The student learns to see and question his own assumptions in relation to the rest of the group and then to take this into account in his final decisions.

She calls one of her chapters "Human relations in getting information", in another she discusses reading a periodical article "In discussion it appeared that the factors that had influenced their judgement ranged from features of the immediate situation that could easily be altered to deeply rooted personality characteristics." It is, I think, an important book for librarians to read and to discuss with each other, one that might well go on the reading list for the course for library schools that I have in mind. The book is mainly about perceptual awareness - learning to see oneself and others clearly and learning how to make relationships with people but also between one's own experiences and one's mind, learning to make the link between the intellect and the imagination, between fact and fantasy, becoming involved and involving others in the content as well as the method of information.

I should like to conclude with a human axiom known as Delbruck's principle of limited sloppiness, "You should be sloppy enough so that the unexpected happens, yet not so sloppy that you cannot figure out what happens after it has happened".[19] This perhaps sums up what I have been trying to say.

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Discussion

Dr. Mews — We now have about half an hour for discussion in which Mrs. Bristow is going to answer questions that are put to her. May I remind you about giving your names, please? If nobody would like to begin I will plunge in by asking Mrs. Bristow if she would tell us more about this mysterious thing called 'T'.

Mrs. Bristow — Well, 'T' - that stands for Training. It's a discussion group method whereby a whole group of people come together with a person who has been trained in discussion method - where they just sit, perhaps in silence for some time and then somehow start talking and the purpose of the specialist who is there, the trainer, is to introduce some sort of hostility into the group which helps to break down the people involved in the discussion, that is they get worked up about something so that they forget and start talking of themselves. It has been used in industry. I went up to Manchester Public Library to see it being used there. They were experimenting using it with their staff. They had various sessions in the evening with small groups of about ten to a dozen people. They still weren't sure, I think, whether it was a good thing or not but it did involve the staff in a lot of discussion outside the groups as to whether it was a good thing or not. I am slightly worried about it, I feel it can produce rather dangerous situations because you haven't got a third medium. When you have got books that you are discussing you have got something to discuss through, there is something else that can help the discussion and can also be a field, at least at some stage. Students, I have found, often do use books to discuss some of their own problems and they can choose a book because they want to discuss a problem that the book's about and which is also their own problem, but you have got the book and this makes it easier, I think, for people who are having relationships with each other afterwards. The sort of bare thing can, I think, be a little difficult at times but industrial management courses and so on are using it quite extensively in order to get a more human approach, to break down some of the defences.

Mr. Allen, L.S.E. — I hope Mrs. Bristow won't think this is rather shooting down her address but just in order to get a certain amount of perspective put into this - how many people are there involved in this library programme for specialist teachers and also did she gather from the Abercrombie book how many people had to be taught in this case? The seminars have been increased now but still how many people per seminar and how much senior library time is in fact now used for that purpose? It gives the rest of us some idea of the size the problem would be for us.

Mrs. Bristow — There are now about six library staff involved. The point about it is, it does take time but on the other hand if the students are able to find their way about the library and use material more easily it does save time in the end. Where you had to help students a lot - first they came in knowing nothing, not knowing where to find their materials - they now come in with their summaries of the tools and say "I want the British Education Index or Psychological abstracts" and the person on duty at the staff desk can give them the tools and they can find their way round them whereas previously they usually had to be told what they were and shown how to use them.

Mr. Allen I am aware of that but it would be easier to convince people if one could say how much time one spent on somewhat formalized instruction of this sort even if it is done in a discussion situation, compared with how much time one has to spend to-day and tomorrow and the next day sorting out individual problems; and one question I asked was what is the size of this major initial seminar, how many people?

Mrs. Bristow Usually 26 or 27, I have had 30, all at once, usually in rather too small a space.

Mr. Allen This is obviously quite a major operation.

Mrs. Bristow It is, and we have, this term, been experimenting: we had one group that very badly wanted to come and there were 60 of them so we had to break it down into two groups and keep on repeating, which is a problem, but on the other hand at the end of it (we arranged 3 for each of them which meant 6) they wanted to have some more next term. It is difficult, this whole business of staff time and I think also that if it is successful you get more use of the library which then becomes another problem ... The only thing is that if it gets back to the academic staff that it is being useful I suppose in the end they are the people who help one to get more staff. So I think one has to start with problems that may be alleviated because the thing works. But also the problem is to have all one's own library staff interested and involved in it and, in fact, disappointed if they are not doing it, because it does mean more work, more typing and more movement in and out of the library and unless they all think it's rather interesting it can be a problem with staff as well.

Mr. Allen It not only means more work, it also means that other work is not being done and unless one can persuade people that this work does not need doing you have that problem as well (cataloguing arrears and so forth).

Mrs. Bristow Yes. The other work has to be thought of in ways of streamlining which involves more staff meetings and discussing how one can re-organise the work and so on and this is the sort of thing we are involved in at the moment quite a lot. And also using mechanical aids where possible for quickening up the other types of work, catalogue cards, BNB and all this sort of thing - to cut down on the usual library work.

Mr. Chesshyre, Surrey Just an observation on what Mrs. Bristow has just said and really turning the other side of the coin, she said that when the student learns how to make use of library materials this frees the staff time, well if you involve staff in this type of activity the student gets to know the member of staff as a human being and therefore this member of staff immediately becomes more approachable. You find then, of course, that the staff are even more heavily involved in dealing with the students than they were before, as has been mentioned, and I don't think this does cut down the amount of time that staff spend with students, it increases it but I think it is a very worthwhile form of increase in staff time.

Mr. Chesshyre (Contd.) After all, one aspect of library work is to interpret the use of the collection to the students and when a senior member of staff is doing this I think that he could not be better employed.

Mr. Crossley, Bradford I should like to press Mrs. Bristow a little more on statistics, please. She obviously herself spends a lot of her time with one or more groups. I would like to ask a little further than Mr. Allen how much library staff time per week is spent in this work, in actual contact with students apart from the preparation, because this is obviously rather more of the problem, isn't it, the preparation for these confrontations? How much staff time is spent and what proportion of the total student body in fact is contacted in this way throughout the session?

Mrs. Bristow With this original seminar that I did with these "malad." students, I had them for an hour each week. I suppose I am prepared to spend an hour or more preparing it but I have been working in the area now a long time, I do know the material and my mind is always noticing things during the week and I put them on one side. When I began it, it did take a lot more time but I think it spread mostly into my own time because I became interested in it and therefore all the reading and so on was done out of the library. This business of the rest of the staff is something we have only been experimenting with this new academic year because we did not have any space at all before so we began doing it this year and I did press the point that we must go slowly because I think in this type of work it is something where success can be a failure, where if the thing grows terribly fast too quickly everything can collapse because you haven't got enough staff, and because you get all these demands and because the academic staff feel that they're losing out on something and they all rush in asking for it and then you feel that unless it is well done it can set the whole thing back. So on the whole I have tried particularly not to let it grow too fast. I didn't tell too many people what we were doing at one time in order not to let it increase too quickly - we did do quite a few one-time seminars. Well, now it has grown and it is growing all the time. The first part of this term was quite difficult because we did have quite a lot of academic staff writing in and asking that their students should have these seminars and asking for them all rather in the first term and I think there are some mistakes in this, that some of these would be better in the second term. It depends of course on the courses. We actually had one new course beginning which was partly done from the Home Office and partly with us for Heads of Borstals and so on who were coming for a part-time course, and they particularly wanted it to be library-centred because most of the up-to-date information is in periodical articles, which meant that the students had to be in the library. So Mr. Foskett himself took this and they had about six lectures which were absolutely library centred and have apparently been very successful. This of course may mean that other courses will then go on and ask for more. It is worrying; I don't offer to say that we have all the conclusions, we are experimenting as we go along. The thing is that as one does it, one does obviously get better at doing it. And you can use every mechanical means such as having all the tools run off; we did this in the summer vac. - all the staff were going to be involved and summarise so many tools, which was useful for them, and then we got people to type and run them off. This involved all the juniors and they began to be aware of all this sort of thing. This does help an awful lot because even people taking a seminar,

Mrs. Bristow (Contd.) if they have not had much time, have got this all ready, and we were collecting all the tools in the seminar room so that you can go and get them down so it does not take quite so much time; it is the collecting of the materials, articles from journals to demonstrate the use of the tools, which takes time. But we nearly always get library school students attached to us for their library practice and they proved to be very useful, I mean it is teaching them, they enjoy doing it. And, of course, whilst you talk to students themselves, they come and you tell them to go and find this, this and this and they go and probably spend an hour and come back with a mass of material and other students say "However did you manage this?" and then you find they are telling the others about the tools, so they are teaching each other to a certain extent. I am, of course, working with teachers.

Mr. Thompson, Reading May I say something that, as it were, supports both Mr. Crossley and Mrs. Bristow? Mr. Crossley's right, because I think Dr. Mews would agree that why Reading's elaborate programme failed was that we over-burdened our staff, we over-reached ourselves; and this point of preparation is the key one. Our staff came in Saturdays and Sundays to prepare for the seminars we held. But again, I must support Mrs. Bristow because the background to Mr. Allen's point is that we run libraries - we get highly endowed, highly trained people who spend all their time debating between various catalogue headings, our users are met by 18-year-old juniors - that is the other side of the coin.

Mr. Brinkley, Aberystwyth In a way, Mrs. Bristow, you have started where a lot of us would think was half way on in that your programme is obviously based on a very keen group of academics. At University College Wales and in most other libraries we have the greatest difficulty in getting through to the academics. I have been engaged in a very experimental form of library instruction ever since I went there a year last August and in a lot of departments they are literally just getting used to the idea so I think a lot of us would be helped if you could show how you got the academics roused, as it were.

Mrs. Bristow It fed back from the students really. This particular thing began, as I say, in a locker; it did just begin quite naturally and then when the thing gathered momentum it was fed back to the Head of the course so that she then came to see what was going on and when she found what it was she became sold on the idea and other people have heard of it from her so they have come and asked. We have never tried to convert the staff in a big way, partly because if they did all want it at once we just could not cope with it all at once. We had to work it out gradually. But the demand has all come from the academic staff, the ones we have had this year. But you see very often the students know more about the tools than the academic staff and when they get to the stage of collecting material and they go back to their tutor and she says "Where did you get this?" and they say "we used so and so and the librarian showed us this" then they start asking about these things and say "well, we'll need to know more about this." So we have really not tried to force it at all but it has just sort of grown the other way. There obviously will be staff who wouldn't want it, it just varies. Really the demand has come via the students. But of course again, with teachers, they make their demands more known perhaps than some students.

Mr. Brinkley Let us illustrate, if I may just mention here, how important it is to have a starting point. You had this starting point with which to begin, we have none, you see, and we have been unable to persuade the students because the staff have, in many cases, not thought it worthwhile to persuade them, and because it is very new and we aren't very expert. We have not got very many students to come to what we offered so there has been very little feed-back to the academic staff.

Mrs. Bristow I think this situation is something where - with your back to the wall - you have to use whatever's there, whatever it may be and however fantastic; perhaps starting with some big display or something to get to the students in a little group and then growing out.

Mr. Crossley May I quote an experience here please - about another way of getting over to the staff? In my own case I have found that there is visible proof of the effectiveness of the instruction in the form of much better dissertations from undergraduates. These are marked by the academic staff and they are quite amazed at the spread of information that you feed them.

Mrs. Bristow Very often this happens to students at the beginning so then this means that they enquire. This happens a great deal.

Mr. Wyatt, Brunel One thing that puzzles me here is that in a way this activity is virtually changing the activity of the parent institution. It is all very well to say that some teachers will be anxious for one to develop this but are they equally prepared to urge their institition to throw more resources into the library at the loss of resources for their own activities? You were talking of your preparation which you do as you go along. Very few teachers would be prepared to say that they will do their teaching as they manage to do it. They will say "I teach so many hours, I expect so many hours free for preparation." If you develop this thing very strongly it would seem to me that your library staff will have to become very large; that your library staff have got to have a lot of spare time for preparation and this perhaps will have to come from the resources which at the moment are put into teaching activities. Will your teachers then be so anxious for this development to continue?

Mrs. Bristow This is a problem that I have met in America quite a lot. There is this business of learning and teaching, changing. This sort of library-centred learning is really cropping up everywhere you go and is one of the most interesting things I have found. I think I noticed it more in the school libraries where teachers would come and talk to me about how their teaching had changed because of these experimental libraries, what a difference it had made, that the whole school had changed as a result, and they were very keen on it. I think it is going to be much more difficult in colleges and universities but in a way it is happening, in a way moon travel is changing learning in that facts are out of date so fast that people realise it is no use just learning facts, it's how to find out, people have got to find ways; this is becoming apparent and I think this is influencing people. But one of the problems is this business of teachers and librarians sort of coming into accord with each other and

Dr. Knapp did have quite a lot of problems; she did this experiment with Monteith College and she found that the person who was most successful was a librarian who had had training in anthropology and had developed the idea of a two-role situation, of being involved in something that was happening and yet looking at it from outside which was quite an interesting point. We discussed it from the point of view of training librarians, that they need to be made more flexible and to be able to look at things from different points of view. This is just a human thing in a way. I have other work at the Institute ... I am actually a Comparative Education Librarian and I don't do this type of seminar unless I do the "malad." course, as we call it, with the Comparative people. They are all doing Ph.D's in Comparative Education and I attend Ph.D. seminars. I don't conduct them, they are taken by the academic staff; I put materials out and occasionally we have a discussion on bibliographical method and we have produced a paper on this. But I have worked with the Head of the course in producing a book which is partly bibliographical and partly teaching because we had so many demands from colleges where they were beginning Comparative Education, and wanted to know how to teach it and also wanting to know the books, since other libraries did not have them. So we decided to do a joint thing and we produced a book together. This was another sort of co-operation and another type of working with faculty and students. I think one has to work in different ways with different departments.

Dr. Andrews, Lancaster — At Lancaster we have been very keen from the outset on library instruction as an act of faith. The Librarian got into the university regulations that students are expected to attend a compulsory course in library methods and we were, I think, one of the earliest universities to do this. This has worked very well but there are snags. I was thinking of the recent Government White Paper on University Development in the 1970's. The Government is trying to do two contradictory things, one is to expand higher education and the other is to cut costs and I do wonder lately whether we are not being a little over-optimistic to assume that when teaching staff are asked to cut their staff/student ratios whether we can really expect to expand our own library staff on the scale that we should need to if we were to implement Mrs. Bristow's points, but that is by the by. The point I really wish to make is thinking of something else in Mrs. Bristow's talk. If I understood aright, I think Mrs. Bristow implied that many librarians were no good as lecturers and therefore they were good at seminars. I think there are quite a number of librarians who are good at neither. I don't speak from experience at Lancaster because the Librarian has very carefully chosen Assistant Librarians who <u>are</u> good at seminars. But we all know the born cataloguer, the born introvert who is really no good at dealing with people and I think we will have to acknowledge the fact that these people exist and have a good role to fulfil in librarianship but they are not at all suitable for this. And this again reduces the number of available bodies that we can put on this sort of work.

Mrs. Bristow — Yes. But this is why I am working on this course for Library Schools. I feel that at least there may be some people who are not suited and just want to catalogue all the time; well, the cataloguing has to be done so it is good to accept them for that. But there are a lot of other people who could be changed at an early stage and that is why I feel that if one could build a course into library schools

which could open them up, so to speak, make them more flexible in thinking and approach and to have better relationships with people, then you would have many more staff who were. I must say that the library school students that we have attached to us and that I involve in helping with the seminars get very interested and quite excited about it. So I think there may be the young ones coming along who are going to be interested and want to do it.

Dr. Andrews — If I could strike a note of encouragement - a number of the teaching staff, of course, are also failed teachers. (Laughter)

Mr. Farrell, Bristol — Could I ask this - you have ten members of your seminar, is that it; more or less?

Mrs. Bristow — No, I have 27 in mine, this particular one I was talking about.

Mr. Farrell — What I was wondering was whether the scale of this is really transferable to a university library coping with say 2,000 odd students because it seems to me that if you have 27 students in a seminar for 27 weeks, perhaps, in the year, it means that you have to give one hour of library staff time to each student. If you have 1,000 students that's 1,000 hours which is a year's term time work for quite a number of the library staff. If it is 3,000 students you have to have 3 library staff doing this alone. I really have a feeling that if it is only worthwhile doing this if you do it in the very rewarding depth that you have obviously been able to, then this is probably only on in an institution of a certain size.

Mrs. Bristow — I wouldn't recommend it for all courses because obviously one cannot do it. When we met the staff to discuss increasing this I said it is obvious you cannot all do it in this way because it is going to be too time-consuming, we have got to work out how to put this thing into three or six seminars and this is what we have been experimenting with. But of course this was really what I did want to look at in America because they have got these enormous universities and they have done a lot of work with trying out audio-visual aids, putting descriptions of things on the screen, but they have run back again into this problem that it is not enough. Everywhere I went people said the mechanical aids are not sufficient, you have got to have the human relationships; so they are still working out, trying to use both in different ways and there are various groups of people getting together discussing this and one of the things that came out was that they thought it would be a good idea if we could have a joint conference - Anglo-American - in order to discuss some of these problems and I should think it would be a good thing.

Mr. Farrell — ...They have forgotten surely that these things are aids to teaching, they are not teaching ...

Mrs. Bristow — You mean in America? Yes, they are; but if you can use them to put references from books and so on to demonstrate the use of tools, if you can put those on the screen and if you can get this organised so that you don't have too much work collecting references each time, but even then it's just not the same as having the books there and students there with their problems and demonstrating how you use it. It doesn't seem to click until they have a personal something they want and they see you have got it there and it just staggers them really. This is one of the things I would like some help from this seminar about.

Dr. Andrews — Are the conditions in America really comparable, though? One of our difficulties is the cash; Mr. Farrell has made the point that many of our problems could be solved with cash.

Mrs. Bristow — I don't think all the libraries in America are so affluent as we think, not all the education libraries are, I was quite surprised actually. Some of them had quite similar problems to ours.

Mr. Cheesman, Durham — If I could just borrow a point made by Maurice Line at the Sconul meeting at Glasgow in September when he was describing some work - I don't remember the details - that was going on in the States involving the learning process being transferred in a very large measure to the library and out of the lecture room and the possible relevance of this if it turns out to indicate a change of emphasis in teaching generally, to the whole problem which we are going to have in this country of staff/student ratios and the amount of funds which go into conventional teaching and into libraries. If it turns out that an investment in the library in terms of more people who are good at pushing the library across and getting students to use it effectively pays off better than an investment in conventional teaching departments it could be that the situation where you have got enough staff to do this properly might come about even in the strained circumstances of the 70's. It is probably being over-optimistic but I think librarians ought not to turn their faces against going in for this kind of work on the grounds that they are going to run into too much financial difficulty.

Dr. Mews — I don't like to stop the discussion but it is stopping it on an optimistic note. Time is up now but we have got the whole of this afternoon before us ...

AFTERNOON SESSIONS

First Afternoon Session 14.00 - 15.30 - Present Practices

Dr. Mews This was designed as an exchange of experience seminar and this afternoon it should most definitely be so, but to start the ball rolling and not have this 'T' group experience that we heard about this morning and which rather haunts me, we have asked certain members of the group to begin and to read, as it were, mini-papers - they won't last more than 5 minutes each. Mr. Hayhurst, Science Librarian of Nottingham University will begin and then Miss Burton of Sussex, Mr. Jones of Southampton and Mr. Chesshyre of Surrey will follow; the last three are all members of the S_3R group on this subject; as members of this group we have already wept on each other's shoulders and we are quite used to it. So this means that the people who are starting to talk about their work this afternoon will not be new to it. What I propose, if you agree, is that, after each mini-paper, possibly those who would like to ask a question or make some remarks straight away or ask about something they would like clarified before the next paper begins could do so, but that the main body of the discussion should be kept to the end. It is more manageable if we spend a few minutes after each paper to provide a breathing space and not to get them all joined up in our minds so that we then ask Mr. Hayhurst what we should really have asked Mr. Chesshyre. By the end it doesn't matter any longer. That takes care of all the difficulties that I can foresee. So if I may I will ask Mr. Hayhurst to begin.

Mr. Hayhurst, Nottingham Well, if the idea is that we start with what our present practice is, this is what I intend to do, just simply outline what we do, leaving for discussion to say "well, is this a good thing, is this a bad thing in general?" Dr. Mews points out in her paper that there has been (among librarians, anyway, not among anyone else) a general consensus of opinion on what should be done in library instruction and I suppose at Nottingham we have, in general, accepted that consensus as a valid one and have tried to put it into practice, so that much of what we do is what you are all doing - introductory tours, and the like. But there is one course which we do which has certain differences, certain peculiarities which, for better or worse, are there and which may bring out one or two points of interest. This course is one that we give to second year chemical engineers and electrical engineers. In terms of numbers, 25 chemicals, 50 electricals. As far as the library goes we have them in the library in groups of about 12 for six consecutive week-by-week one hour periods. In those six weeks our brief is to cover "sources of information" by which we mean both (a) the publications in which there is information, journals, patents, standards, data books and so on, and (b) the institutions from which the information can be obtained, libraries, research associations and so on. We also cover such things as different ways of using the literature, keeping up to date, doing a comprehensive search, some guidance in the use of libraries, in filing, etc. So that is the content: it is obviously quite standard, the sort of thing that probably most of us in particular subject fields are doing. This series that we give in the library is, however, only one part of a whole session's course that these second year engineers are doing and the whole year's course is on "Presentation of Information". The thing started a few years ago when the previous Head of the Department of Chemical

Engineering, who was a practising engineer who came late to academic life and brought a few new ideas into it, said "it's ridiculous, a terrific lot of the time of a practising engineer is spent in writing reports and they get no training whatsoever in this, I am going to do something about it." So he initiated this course. It started by being a joint enterprise with the Department of Philosophy - who were interested in things like logic, argument, clear-thinking - in the Department of Chemical Engineering itself and in the Library. Since then it has changed in various ways. The English department now takes a major part of the course, again covering things like clear and lucid presentation of information; but the library bit has been in the course from the beginning - well not to the end because it certainly hasn't ended yet, but we have always been a bit of this course. We have not finalised our ideas on this, as we look back we find that we have changed something somehow and I don't think we have got the perfect solution yet by any means, but there it is.

Because this whole session's course is in the syllabus and part of the syllabus it is part of their Part I papers; they are, or until this year, have been, examined in it. The mark that we give goes towards their Part I pass and ultimately, in a small way, towards their degree mark. That is a brief outline of what we do and I think some of the points that we may want to look at have come out. It is part of a wider course which involves other departments, the closely related engineering departments plus other departments like English and Philosophy. This is not necessarily a good thing, but it is a fact. It cannot be regarded as an optional extra. Second year chemicals and electricals, like it or not, have to take this course. It does not necessarily mean they are happy about it either; just as any fool can use a library, so of course, any fool can write a report; there is a problem there. We have tried to solve this partly by being as practical as we can and in some ways slanting it to what the student might be doing outside or once he has finished his university career, and we have spent some time on "what do you do if you are a practising engineer without, say, a large information library service in your firm?" Numbers? - We have moved from the lecture where I used to address the assembled multitudes to the seminar, to the group of about 12. Obvious advantages in some ways, but what took me six man-hours a year now takes two of us 36 man-hours a year. It is better, is it six times better? One final point, we have this year dropped the examination question for the chemical engineers. Clearly an examination is a stimulus to attendance and attention; it is a sign that the course is taken seriously by members of the appropriate teaching department, that is on the advantage side; on the other hand, of course, just because it is an examination it can, in fact, have the opposite effect of increasing the resentment and the frustration. So that, very briefly, is one thing that we do.

Dr. Mews — Would anybody like to ask anything straight away?

Unidentified voice — I was not quite sure how you mark the people who attend if you don't give them questions?

Mr. Hayhurst — We are setting them a practical exercise. We are very interested to see how this will work because we have not had the first one in yet. We are giving them time, after our six weeks with them, to do this question which asks them to find references on a topic which has been suggested by their own second year tutors. This we are sure is a

good thing in that it is involving the members of the Department now, not merely the Head of the Department, because obviously the Head of the Department can consider it a good thing and his own departmental staff are not too happy about it. So the tutors are now in with what we trust will be relevant topics, the engineers can see these belong to their subject and what we ask them to do is to search the library, search the indexing and abstracting journals, the subject catalogue and so on, to find and make records of appropriate references. We are very interested to see how this will work in practice as we don't know yet.

Dr. Andrews — Do I understand (having just arrived) that this is a formal course assessment and does this mark go towards their exam? In other words although you haven't got an exam at the end of the year, you do assess - you are just using a different way ...?

Mr. Hayhurst — That's it. This year, in fact, for the chemicals we rely entirely on this method of assessment; for the electricals (poor things) by departmental wish, I think we shall be doing both things.

Mr. Hall, Aberdeen — I think you said this was in the second year; is the course three years or four years?

Mr. Hayhurst — Three years for chemicals, four years for electricals.

Mr. Hall — If I could just revert to this point - I would have thought, for a course of this kind, the second year out of a four year course was a bit early.

Mr. Hayhurst — It is; I entirely agree, and it is a bit early even for the third years ... for the third years that we take at the beginning of the session, in October and November. It is fine for the third years that we will be getting in March but in a sense this is a package deal and this is one of the snags of doing the whole course with other departments being involved, that the whole thing has got to go through the year. If we did it in seminar groups, which we wanted to, it meant that we had to take some students at the beginning of the year.

Mr. Fawcett, East Anglia — Could I just ask a little further about the timing? Ideally, when would you think the courses should be; towards the end of the second year for students doing three-year courses?

Mr. Hayhurst — As our people do their work, yes, it ties in better with project work. Clearly you have a difficulty in selling the course, you try to make them see its relevance in motivation. If it is geared to their project, which is a fairly big exercise, then I think they will see this much more readily.

Dr. Mews — May we go on to the next mini-paper, Miss Burton's?

Miss Burton, Sussex — I think you can describe what we are doing under four different heads, as it were, at Sussex. What I would like you to bear in mind initially is that we follow a principle of subject specialisation amongst the senior staff in the library and this inevitably affects the pattern that we follow to some extent.

The first head that I would use would be formal library orientation week for new students. This is the sort of thing I expect everybody does to a certain extent. We have got a video-tape which we have used for two sessions for introduction to the library; and for the last session, and at the beginning of this present session we developed a tape-slide introduction, this is a taped commentary with a synchronised slide change. The students come in fairly small groups to the library and they are shown the tape-slide or the video-tape and given a copy of our library guide and then following this they ask any questions they want to ask at this point and a certain amount of explanation is given about the running of the library. They are then taken on the usual sort of tour so that pretty well all the first year students and the new postgraduates are given this type of initial introduction and I think when we are thinking about library instruction work that we have to try to divide it up into different types of needs because there is this initial need to know how to use the library in a very elementary way, where to look for the books, how to find particular books when one knows the author, this type of thing, which is quite a different problem from the more advanced question of how to find information in the library. So we attempted to put quite a lot of information on to the tape slide, and I think, as a matter of interest, we have found (though I should be delighted to hear other people's experiences about this) that using a tape-slide has been more effective than the video-tape approach, that one has been able to put in far more information, that the whole thing can be carefully scripted and so on beforehand, whereas with a video-tape one tends to find there is a certain amount of tension while the thing is being actually recorded and it is rather difficult, it is a more constraining medium than the recorded commentary is. It is also not so easy, of course, to actually show, in that, with something like a tape-slide which takes away the effort of having to repeat the same sort of introduction time and again, it is very easy to show this type of presentation whereas with a television screen you have to have all the paraphernalia of the television equipment.

The second head that I would use would be library publications. We have tried to introduce a series of what we call broadsheets which cover, to some extent, library services; for instance we have one describing the catalogue in some detail, with illustrations showing the types of entries and going into some detail about filing principles and so on, and other services such as photocopying. Also the broadsheets cover particular subjects, they give some help to students at various levels during their time at university in finding material in different subjects; these broadsheets are written by the subject assistants and from there the system is built up on the subject assistant basis in that subject specialists are responsible for the collections within the particular subjects, and their exploitation, so that obviously from the point of view of library instruction work or information work then the particular subject specialist is the person concerned. So that to some extent we try to have a system of individual consultants and the theory is that it should be easy for the users of the library to know to whom to go, at least to know the name of the person responsible for their subject or the subject

in which they have a query, and that they are encouraged to go to that person for help and guidance. In practice there are difficulties about this and many undergraduates do not, I think, venture into the staff areas. We have tried to overcome this by having a readers' advisory service point within the library which is available to all and which is a way of channelling the enquiries to the subject specialist. And then the seminars. The pattern varies here, we haven't got any integrated courses with any of the formal academic courses. On the whole we have given one or two seminars of an hour and a half each to groups of students. Some of these have been in the first year to the Social Science students towards the end of the second term. We are not sure whether this is the right time at all, in fact the opinion is now, I think, that it is a little too early. In the Science field we have aimed at the third year, just about now, in fact, at the beginning of the eighth term which is the time when they are starting to do project work. I think if we tried any before that the students themselves do not see the point of it at all because up till then they purely have reading lists and all they need to do is use the library to find a particular book. We have tried to put on small exhibitions of reference books to be seen by people at these seminars and we have found that quite useful, to have a few books around the room, grouped according to type of reference material, data books and so on, in their particular categories, and we have produced handouts to go with these. In one or two courses for the postgraduates we have tried to get more participation from the members of the group in the seminar and we have taken in books covering particular subjects, for instance we chose 'Discipline' for the Certificate of Education students as a subject to try to find out about and involved everyone in the seminar in looking up in the various books that we selected to find something out. We found that was quite a successful, if rather brief introduction for them.

I think the only other point that I could mention here is that Sussex is one of six (I think) universities that have been selected by OSTI for the post of an Information Officer; this is for a three-year experimental period. Our Information Officer has been appointed and will be taking up the position next year, in January. At this stage it is obviously not possible for me to say what sort of work the Information Officer will be doing. There will be some direction, obviously, from OSTI who are running a course for the Information Officers, as I understand it, in January or February. Also I understand that they will be working together to a certain extent, co-ordinating their work together as a group so that much will depend on their deliberations together before they actually come to the home base. In Sussex the Information Officer will be concerned with considering aspects of the question of developing an information service for the university but I understand that in three of the other universities the Information Officers will also be considering aspects of information services to the surrounding regions.

Dr. Andrews Miss Burton mentioned about tape-slides as opposed to video-tape. As a matter of interest we have done the opposite, moved from a tape-slide to a video-tape. One of the reasons was that we thought we were putting too much into the tape-slide. Miss Burton made the point that you can get more on to a tape-slide and we thought this was a weakness and certainly we managed to include a great deal of instruction in our tape-slide. We are not sure how much of this got across to readers. We produced, in collaboration with the audio-visual aids department a video-tape which contained very little instruction and I think most of the library staff thought this was inadequate but I think we over-estimated the amount of instruction they can take in.

Miss Burton — I think that is very true. We were somewhat warned about this particular point, that one can put too much instruction into a rather short time and it would just flow over the heads of the new students who are already being inundated by quite a lot of instruction from all sides during their first week at university. We kept ours down to 15 minutes mainly because of the rigour of the actual arrangements, the groups came thick and fast and we didn't have very much more time to spend on it. I don't think that we would have wanted to extend it any longer than that certainly, because it would probably become too involved. But we did find some problems with video-tape which we tried in two previous years, we made a separate one each year before that, and we found that this was much more difficult than might have appeared. I don't know if you found problems there?

Dr. Andrews — Yes, we found problems with it ... problems of lighting that we didn't face with slides.

Miss Lythgoe, Liverpool — We found in our first year with a tape-slide that we put too much information on and we have cut it down this year, with great benefit I think ... and we found if you have a tape-slide you can do two tape recordings and vary your slides a little according to the type of instruction you want to give that particular group.

Miss Burton — We haven't actually done this but we did think it would be an advantage that one could change things round and make adjustments much more readily than with another medium.

Miss Lythgoe — May I ask you how you made your arrangements? Did you make them by subject groups to give the introductory talk? Did you make them through the departments?

Miss Burton — No, this was a centrally-organized affair by the University Registration system and we were unable to do that, except for the postgraduates who were subject grouped. The only thing was a wide scatter so that it was very difficult to give any specific subject information to them. We broke the groups down on the tour into around about 8 or 9 people in one party, which meant that they could get quite a lot of their own questions in if they were inclined to do so.

Dr. Andrews — We have our introductory slide-and this year video-tape written into the university's introductory week for undergraduates and since Lancaster is organised on a collegiate basis we had students from colleges and since this was a compulsory part of their tour we got a very good attendance.

Mr. Larkin, Hull — I don't know whether these minutiae are of interest, but we used the tape-slide introductory lecture dealing with the elementary use of the library in the first week of term, made so that it would apply to all students in all departments. We ran it every hour during the day and the room was open, you could go in whenever

you liked from Monday to Friday. The tape ended with a very strong 'plug' for the guided departmental tours the following week, which were much more organised. I found it very successful. I have the impression, by numbers, that more people came to the slide-tape talk than came on the guided tours. Both were voluntary but the tours were a little more compulsory. I found the arrangement of letting it run each hour on the hour was successful.

Mr. Cowley, Swansea — At Swansea our experience was different from this completely. We run a three-part instruction to new freshers. The first is a short welcome to the library on tape with synchronised slides, then a Sub-Librarian talks with slides about the library services and in particular on the catalogue and then thirdly we have a 20-minute tour of the library. In February last we circularised 600 freshers who had been to this three-part introduction to the library and asked them what they felt about each part and the answers they gave were quite illuminating. They weren't keen at all on the effectiveness of slides in introducing them to the library. They said some of the locations given meant nothing to them because they had not seen the library. One thing they did find of use was the slides illustrating the catalogue because there we could put a catalogue card and then another synchronised slide would come on showing the shelves in the upper stack and they would be just led along, which you can't do on a tour and they thought this was quite good. But otherwise, just showing parts of the library or special collections they found useless, and they found charts of the library staff and the reference desk quite irrelevant. That was last year. We are intending now to go back to the old system of a brief introduction to the library and a more intensive tour of the library which they all of them found useful.

Mr. Crossley — Could I ask a general question here? I wonder if speakers would indicate if they have these sophisticated materials available for loan so that some of us could have a look at them please? I believe Lancaster has on offer the loan of a video-tape provided a spare tape is sent in return, is this so?

Dr. Andrews — I didn't know that. We certainly have the slides, which are now superseded, these are available for loan and are on loan at the moment. I can't think of any reason why we shouldn't.

Mr. Crossley — I should like to see the films and the video-tapes and so on if any are available; we can all learn from each others' experiments. I think.

Dr. Mews — OSTI is making some kind of collection of publications and tapes and films, I understand, which would be a central place to see them, wouldn't it?

Mr. Allen, L.S.E. — This could be deferred till later if it is thought more appropriate. I just wanted to ask Miss Burton if the business of having subject specialists available, in other words having a definite commitment to reader services, in fact raises awkward administrative problems insofar as they must obviously have a lot of

other duties, presumably right from acquisition onwards, acquisition, cataloguing, etc. Do they find it difficult to apportion their time?

Miss Burton — I think this is one of the problems of this system, that each subject specialist has to make some decision about the apportionment of time. The work of building up the collections, particularly in a fairly new library, is such that it can take up the whole of the time. I think this does cause a lot of difficulty in that there is obviously a pull in two directions which has to be resolved and is resolved in different ways by different individuals obviously, according to their interests.

Mr. Allen — Somebody presumably at some level may have, in fact, to say 'No, I'm afraid you have to give more time to this or that'.

Miss Burton — Some co-ordination is applied, but this is quite a major difficulty, I think.

Unidentified voice — Could I just ask one question? I think it was Mr. Cowley made the point of finding after their tests that the tour proved more popular than the tape. Could this be because of the timing of the tape and the tour? When were they shown? When was the tour?

Mr. Cowley — Concurrently. What happened was we had the taped Librarian's welcome first of all, followed immediately by the more detailed slides on catalogue and library services, and then the groups (there were about 100 attending these sessions) were split up into arts and sciences and taken by individual members. So we thought that each stage of this operation would reinforce what was being said all along the line.

Unidentified voice — But you came to the conclusion that this was not so?

Mr. Cowley — Well, from the questionnaires the students seemed to say 'You can stuff the first two parts, just show us around.'

Unidentified voice — I think that one of the things that seems to me to be one of the worst problems of first year instruction is <u>when</u> you actually do it. As you say, at Sussex you are doing it in the first week. This again has not given them very much time to find their way around generally before one begins.

Miss Burton — Not only that, of course, but they are being subjected to so much from other sides in the University that they must be reaching saturation point from the point of view of absorbing any more information. One cannot really put too much informational detailed

instruction into this time. I think each University has its own arrangements for handling this sort of problem and one is not able to deal with it independently as it were in the library, usually one has to go along with the general university arrangements.

Unidentified voice — Up to now I think we suffered this year in this, in that we have made a very short video-tape where we are sandwiched in between the Medical Officer of Health and another general service thing; but this gives us the chance merely to let the students see that we have not got two heads and they dare come in the library. But then we follow up about 3 or 4 weeks later with a series of a longer video-tape which is done departmentally, that is voluntary. I wonder if we were perhaps a little unwise here because we have found in some departments that no-one has turned up at all, or two students have turned up, whereas of course in the first day of term one has a really captive audience.

Dr. Mews — That, in our experience, is the only time you really have a captive audience, also the only time you really have the library staff available in those numbers to deal with them.

Mr. Hall, Aberdeen — With regard to this point about the captive audience; I would be interested to hear what people do with regard to students who are doing general degrees and therefore have no particular department. Our position in Aberdeen, the Scottish system being what it is, is of course that nobody has a department until they have been there for two years. Any solutions to this I would be very interested to hear.

Dr. Mews — Would you like to leave that possibly until everybody has spoken? The light may dawn without being asked. May I now ask Mr. Jones of Southampton to speak.

Mr. Jones, Southampton — I have distributed two sheets of paper to you, ((see Appendices, H.M.)) one of which gives a statistical breakdown of what we have been doing this term and you can draw your own conclusions from this. The other I will come to later, the questionnaire. All our students make their first contact with the library in their first week when they are subjected to a 15 minute talk by the librarian, followed by a colour film made by the Students' Union Film Unit. It was made to a script which we approved and lasts about 15 minutes with a soundtrack which is basically a jazz background and the whole idea of this film is to present the library as a welcoming place. For instance, a lot of students have never come across a library as large as a university library before and we want to make them at least feel at home in our library. We attempt not to put over any instruction at all in this film and there is a story line to it (you may have seen this film, some of you) for instance there is a story line involving boy meets girl - taking her round the library. Apparently this goes down very well. That is the first contact which all our students have with the library. It is a compulsory film, a compulsory visit they have to make. Now we are not a technological university but we do lay most of our emphasis on teaching the scientific and technological students the use of the library, in addition to their numerical superiority

we feel that they have probably got most to learn from some sort of detailed instruction. In common with most of you here we have problems in persuading the teaching staff that instruction is of benefit and we find this a problem whichever faculty we are dealing with; whether it is with some scientists and technologists who have been on NLL courses themselves or whether it is with people in the humanities, we still have the same sort of problem; we have to persuade them each year that the courses we are going to put on in that section are worthwhile. The only way to win full departmental support is to put on the perfect course and we have not discovered this way yet, we do not know what the perfect course is. Our approach is entirely experimental from year to year and I don't think we have ever put on one course which has been the same as it was the year before. Consequently, because of the lack of departmental interest generally, we find that most of the administration and organisation is still in our hands although we would like to see a lot of it devolve on to departmental hands; things such as booking rooms, either lecture rooms within the department which would probably be a good thing, or making sure that projectionists, projectors and so on are made available at the right time. We also produce all the publicity and the only help we have from the departments at the moment is in distributing that publicity. We feel that if students knew that the department had at least made some of the arrangements then they would have more confidence in the courses we were putting on. Now, after the library film in the first year we do see all first year undergraduates, at least theoretically, again, and the treatment does not vary very much from faculty to faculty. We deal with the scientists and engineers in the form of two lectures with an average of just over 200 at each lecture. This lecture lasts one hour only and the purpose is to familiarise the student with the layout of the library, the location of the various service points and the major collections of books in particular subject fields. Since it is given to a large audience and in a remote place from the library, we have to rely on slides and overhead projection involving plans of the library and so on. This is not totally satisfactory but with the limited amount of staff time that we feel is available for this sort of instruction there is no other way of doing it at the moment.

Social scientists are also dealt with in the form of a lecture. Basically the same sort of material is put over; it is purely familiarisation with the library services and the layout of the various floors in the library.

Now the Arts students on the other hand are dealt with in small groups and this is basically because, in common with most of you, I think, most of the graduate staff in the library are qualified in the arts subjects and we have always found it easier to deal with arts students on a specialist basis. It is also much more satisfactory of course to deal with a group of 10 people, which is always what we try to limit these groups to, than to deal with an audience of 200. You can respond much more easily to a group and you can also deal with them on library premises. I must point out that apart from showing students some of the more unexpected places where books on their particular subject interest are located we do confine the instruction, even with the first year arts undergraduates, to an indication of the various service points and some instruction in the use of the catalogue. We don't see the Social scientists or the Arts students again throughout their degree courses unless they come to us with an individual request or some problem or other, there is no course laid on for these two faculties again. On the other hand we do see the scientists and engineers.

Our scientists and engineers do project work in their third year and we introduce them to the techniques of literature searching either at the end of their second year or at the beginning of their third year. These introductions are more ambitious than the first year lectures, of course, and we time them to last half a day. Three or four members of the library staff are involved. We have got two science graduates on the library staff and two others who are interested who take part in all these programmes of instruction. What we cover basically is, with a fair degree of subject bias, the structure of the literature on the NLL pattern, the major abstracting and indexing sources and the basic techniques of literature searching involving a specimen search. This is probably a lot to include in half a day and we are not terribly happy with the programme; as I said at the beginning we are still very experimental in our approach to the whole thing and we have in fact designed, or are going to design, a new type of approach as a result of our experiences this year. And this is where the second sheet of paper comes in. This is a questionnaire that we distributed at the end of our courses this year to 2nd and 3rd year people and postgraduates. Postgraduates, incidentally, have the same sort of treatment as the third year people. These questionnaires were distributed to all people who came on the course or who didn't come on the course so we have got some sort of idea, I hope, of why they didn't actually turn up to the course. Now I can't say exactly what sort of response in toto we have had here because these questionnaires are still coming in, we have not had time to analyse them, but as a general impression we can say that most people were bored stiff with the courses we did put on. In future we hope to distribute questionnaires with some of the handouts which are distributed as part of the course and we should get a much more immediate feed-back because of this. We are convinced as a result of this year's efforts that there are two ways to improve attendance and the first one is publicity, either publicity put out by ourselves emphasising that there is a course on (we took the trouble to circulate individual students in some departments this year and this did improve the attendance in some cases) or the other type of publicity which is, of course, through the members of the teaching staff who liaise with the library. Those who were particularly interested in the library putting on some sort of course made their opinions felt in the department and it is noticeable that those departments produced better attendances this year. On the other hand, the best source of good publicity is the second measure, which is to ensure that the course is totally relevant to the students' needs. This is probably begging the question because we are not absolutely sure what relevance is to each individual student but we are in no doubt that our efforts this session were not totally relevant and we have started to re-design our courses to cut out all the padding as far as we can. We think the most suitable framework for this is provided by the principles of the case method which I will not go into in detail because I am not organising this part of the thing - Chris Parker, our Information Officer, is and he is in the audience; he will be pleased to answer any questions you have on our particular views on the case method and how we hope to re-design our courses.

Mr. Parker, Southampton — "Case Method" is possibly not a very good name but basically if I explain what we try to do perhaps that will give you an idea. We are assuming that there is a need for interest and involvement by the students and what we hope to do is to take a specific real life problem and fuse it with an academic course on the literature, bringing in student participation in discovering possible solutions to the

problem and bringing in the library at each stage where it would actually be of use in solving this problem. To give you a few examples, we would show them what would happen if they tried to contact a specialist, how they could contact that specialist and the sort of reply they would get from a specialist by actually giving them a real life example of communication with a specialist. We have started to try to get a computer service on both current awareness of a specific problem and on retrospective search for a specific problem and we would show them how to construct a profile of both of these and what the real life return is on that profile. To bring in the library more, servicewise - for example, if you looked for a reference and it turned out to be a foreign paper in a language that you could not translate yourself, we would tell you how the library could solve your problem, the various ways and various costs, etc. Similarly, if you could not find what you were looking for in the library we would tell you the best places to go for it. But basically we bring in the library at every stage of the game when you come up against a problem that could be solved by the library.

Mr. Thompson May I ask Mr. Jones something? I had a chance beforehand to read his questionnaire and I am a dedicated reader of questionnaires because I always wish to re-draft them. Question 2c, now that is a question that I would not have included - whether a thing is interesting or boring - you see, Mr. Jones then went on in an alarming fashion and said everybody was bored. Well that is the square I would have filled in almost anyway. I think there are some university things that you don't debate whether they are interesting or boring, you think in terms of whether they are useful. A lecture on Classics might be neither interesting nor boring but it is needed - this sort of question strikes me as an unnecessary one. I would have thought if we do the job it is wrong to ask the students whether the presentation is intriguing or not.

Mr. Jones I am not sure I agree on this one, because if this year's students thought the presentation and the content were boring and not particularly relevant to their problems, then this would feed back to next year's students.

Mr. Thompson Perhaps I mean there are other alternatives to 'interesting' and 'boring'.

Unidentified voice Could I say something on this one, please? I would agree with you if you were talking about the ordinary subject courses like Chemistry or Physics. I think we often consider library courses in the same context as we consider the subject courses and I think that is wrong. The library course is an ancillary course and I think we need the added use of interest. It might not be necessary in subject courses but I think at the moment, as things stand, we need interest to get the thing over.

Dr. Andrews I think part of the problem is that questionnaires are not the best way of finding out whether something is interesting or boring, in fact questionnaires are not effective anyway.

Mr. Larkin I would support what Mr. Thompson was saying on this because, as I was saying to you, Dr. Mews, before this one-day conference began, I, together with several other sort of secondary university figures, have been squeezed out of the university freshers' introductory weekend on the grounds that they were bored with us, it was not that we were not useful or interesting, it was just that they thought there was too much talk and we had to go ... (Laughter) While I am on with this - I was very surprised to learn of the nature of the film at Southampton: I have never found the smallest difficulty in making students not afraid of the library, my problem is the other way. I always include a note of warning, and possibly even menace. (Laughter) No, seriously, I do; I think they like to find the library a place of quiet and concentration and study and I always say "this is not a part of the Union, this is not the place to go between coffee and lunch, this is not where you meet your girl," etc. And if I am regarded as stuffy in that then I am afraid I am unrepentent.

Mr. Chamberlain, Durham I may not have picked up a point made by a previous speaker. Does Southampton lay on tours?

Mr. Jones No.

Mr. Chamberlain At no stage?

Mr. Jones At no stage.

Mr. Chamberlain Why not?

Mr. Jones Time, I think probably, and winter time-tables; we would have to do it pretty early in the student's career and it is just impossible to find the time and to give them the sort of instruction we do give.

Mr. Chamberlain You would not go along with the Swansea suggestion that the tour is what is liked?

Mr. Jones It might, if you can catch the student early enough.

Dr. Andrews Can I support Mr. Jones here? We at Lancaster laid on first of all slides and this year video-tape as a substitute for the guided tour. I do not think this is ideal at all; for one thing neither the content of the slides nor the video-tape was ideal in itself, but this was just force of circumstances. The university at the moment has 2,500 students, it is likely to have 6,000 by 1977 and 10,000 shortly afterwards; we are expanding perhaps at a greater rate in proportion than some of the more established universities. But to come back to some of the points we made this morning, what we really need, I think, is to consider mass production techniques; perhaps this is contrary to the angle of the conference. I much prefer human techniques and human aspects but in practice we are just faced with numbers and therefore one has to bow to expediency.

Dr. Mews Yes, but as I see it the difficulty is to decide which of the techniques gives the best results and it is that kind of actual experience we are hoping to hear about and learn from this afternoon.

Mr. Chamberlain I wonder whether other universities have taken the dangerous step that we have in Durham of using student man-power, again as an expedient, to conduct tours for freshers?

Mr. Hall We used to do this and have stopped it because we discovered the sort of things that were being said.

Mr. Chamberlain We did it one year and it was not so completely disastrous that we gave up straight away. We have now done it for two years in succession. We take a deal of trouble to indoctrinate the tour leaders but this is a manageable problem because we need about 30 tour leaders and we give them a good talking to beforehand and watch what they are doing when they are doing it but don't ourselves have to take 1,000 freshers round.

Mr. Brinkley We were in a fortunate position this year in that our two trainees (we have two SCONUL trainees every year) were graduates of the College and we did have one of them in the general library, where we do our Arts library instruction, at the time of the instruction. We used him in many ways and because he spoke both Welsh and English we did employ him in fact as a Welsh speaker for the benefit of those of our students who were more amenable to instruction in that language. But we also found it very useful, as well as having him there to join with us in the instruction, to have him there to refer to, as it were. We could put the things that we were going to mention to him and because he was so recently a student he was able to suggest ways in which the student might find them a bit more useful. So that was a way in which, just by coincidence, our library instruction was an improvement, though not a striking improvement, on what we were able to do last year when we experimented absolutely out of the blue.

Mr. Crossley I think we are spending a little too much time on the problem of freshers at the moment and the later work is probably much more valuable. We all have to deal with the much more serious problem of the postgraduates.

Dr. Mews Yes, but I wonder whether we could ask Mr. Chesshyre to give his talk and then have the general discussion in which you could bring up questions of postgraduate work? We have one speaker hanging in the air, as it were, at the moment, you see.

Mr. Chesshyre Thank you, Dr. Mews. As universities are intensely political institutions I thought I might begin my short talk by a discussion on tactics. The method that I have adopted, in co-operation, of course, with a number of members of staff at Surrey, is to put a pilot scheme to the Library Committee. I am, by the way, amongst other things,

Secretary of the Library Committee which is a policy committee, and with the approval of the Librarian I put forward a pilot scheme on Library Instruction mainly to some of the Chemistry courses, the Chemistry Department itself, Chemical Engineering, Chemical Physics and then, as a sort of control, the Hotel and Catering Management Department. Well, this was concerning the final year undergraduate students and the amount of instruction varied in time from four hours in the case of the Hotel and Catering Management Department to about eight hours with the Chemistry people, this was in one session. This was three years ago and it went rather well and I was then encouraged to ask for instruction courses with a number of the other departments. This in turn went well, we dealt in the first two years solely with the final year undergraduate students. It has this year proliferated into other years but I will mention something about that in a minute. The situation is now then, with the undergraduates, that Library Instruction courses are held throughout most of the departments in the university. The content of the course varies according to the requirements of individual departments but course subjects include use and limitations (from an information point of view) of periodical literature, the use of abstract publications and current awareness services in their particular field, the various types of publication of printed material which cause difficulties, such as translations, conference proceedings, patent literature and other types, mechanics of literature searching with particular relation to the needs of the particular course and also, finally, report writing. Now, those are course subjects; a number of other items are added according to requirements of individual departments. The problems that I face are that I have no seminar room in the Library and this, I think, is a blessing in disguise because it means that in contact with the various departments I have to depend on them to act as host in the way of lecture rooms, so that I have no problem in time-tabling, I am told when they can fit me in and provided I can accommodate them at this time this works very well. The problem that that brings, of course, is that when I am giving a seminar on any aspect of library instruction, going from the Library to the lecture room I am followed by a safari of porters with a great deal of printed material on trucks and I am now an established comic feature in the university; perhaps not comic, people realise the problems and as quite a large number of staff attend a lot of these courses (so much so that I am being constantly pressed to put courses on for staff now) they are familiar with the difficulties involved. In addition to the undergraduate students I now deal with final year undergraduate students and second year because we have, for the most part, sandwich courses at Surrey, in the third year most of the students are in industry. During that time they have got to write a report on their industrial year which is an assessed report for the purposes of the degree, and to most of them this is the first time they have ever attempted any form of report writing, and like Mr. Hayhurst's experience with the chappie coming in from industry, many of our Heads of Departments are from industry and they realise the value of being able to write a decent report, so that from them has come the request for report writing to be included as a course subject. Now with the other undergraduates, as I say, one of the subjects that I usually deal with is an outline on report writing before they go on to their industrial year. Postgraduate students - I deal with quite a number of courses and I have several seminars with the research students. The type of course varies enormously between departments. We are a technological university as you all know, but we do have a Human Sciences department - these people have been fond of stating that the Library is their laboratory and perhaps in consequence they are the last people to ask for a library course; they assume that all their students can use a library very efficiently. I have

had several meetings with the various course societies in this Faculty and have been assured by the students collectively that they know all there is to know about finding material in the library. Well, after several instances of this I abandoned this approach, it was obviously not profitable and I asked the Senior Psychology Lecturer if I could have individual meetings with a number of students. This he agreed to and I conduct a number of tutorials now. I quickly get on to the subject of literature searching and individually these students admit the most apalling difficulty in making use of the library. So we do, in fact, hold now a series of tutorials with a number of the students in this department, so this shows a variation in the type of course offered. Can I just make one point - I think that the Cook's tour of the library in freshers' week, so far as we are concerned at Surrey, is a complete waste of time. We are, as other people have mentioned, sandwiched in between a talk on student health and another on the domestic arrangements of the hall of residence and I know from experience, as we have follow-up lectures with the first year students, that about all the student can remember from his fresher week as far as the library is concerned is very roughly the location of the library and that's about it. In a number of instances, of course, the student does not come along to the library in the first term at any rate; he finds that having got his course books these suffice for at least one or maybe two terms in the first year. Now as far as audio-visual aids are concerned, we do not have any films, we don't have any slides. What we are doing at the moment is that we have a number of portable tape-recorders available at the circulation desk in the library and these are taped introductions either to the library in general, a tour round the library on tape, an introduction to the use of the catalogue or an introduction to the use of periodical literature, how to find periodicals, how to look up things and so on. We found from experience that these are the sort of questions that most library users ask, so we put these on tape and anyone who wishes can come along to the desk and borrow a tape recorder and walk around and work at his own pace on any of the subjects covered on the tapes. We are also attempting to evaluate the efficiency of this method by clipping to each tape recorder a short questionnaire. It is a two-part questionnaire; the first consists of a few questions which test the ability of the student to use, say, the catalogue or find periodicals after listening to the tape; the second part is an evaluation which is done in co-operation with a research Fellow in our Institute of Educational Technology who is anxious to explore self-teaching situations as used in the university and this is one of the items that he is covering. As far as assistance on the course is concerned, well at the moment I am the only member of the library staff engaged in library instruction. I do make a feature of telling all students that the Information Department in the library is there to assist them and mention the staff by name when I am taking them round the library. I don't give them a Cook's tour of every area of the library but mainly those that I think are of principal interest to them, which includes the Information Department, and I introduce them to the members of staff in the Information Department.

I have probably gone on a little longer than the time allowed but I should be happy to answer any questions.

Dr. Mews There is now an opportunity to ask Mr. Chesshyre questions and also time for at least two pending questions, more general ones, one from Mr. Hall of Aberdeen if he remembers it, and one from Mr. Crossley who wanted more discussion about advanced work rather than work with first term undergraduates, wasn't that so?

Mr. Hall — My question was the purely practical one of how does one get hold of the student who has no particular department?

Dr. Mews — May I talk round this for a little while? That, of course, is a problem but if our experience here is of any use to you, we began by thinking of students in departments, we then thought of students in groups of departments and our means of getting at them was through the Faculty office who collaborated in each case with the names of the people involved in the various subjects. We held library instruction seminars in, say, Modern Languages and in Classics and so forth, and it was the Faculty office who put us in touch with the students reading Modern Languages, Classics etc. I don't know if that answers your question.

Mr. Hall — To a certain extent, yes; in fact I think it is the only possible way with us because admission is by Faculty, but of course the Faculty is not in a position to send them to you.

Dr. Mews — They are in a position if you can get the collaboration of the Faculty office. At one time (dare I reveal this Mr. Thompson?) our courses, which we have now stopped, were compulsory and the compulsion was exercised really by the Dean of the Faculty. We had a two-seminar arrangement and if the student whose name we had been given did not appear at the first seminar, the said student (I had informed the Faculty office in the mean time) got a little letter from the Dean of the Faculty to say that the Dean of the Faculty would be glad of an explanation of why Mr. X did not come to the Library seminar. I don't think it was a good thing; it was very interesting to read the letters which were passed on to me but I don't really think it accomplished anything else. This shows you it can be done but it is very drastic and perhaps not worth while doing.

Mr. Hall — Yes, I think that would be my own feeling.

Mr. Thompson — I think Dr. Mews is recommending methods of persuasion rather than coercion.

Mr. Hall — I think if one has got to resort to coercion it is probably not worth doing.

Mr. Crossley — My question was really a plea for a shift of emphasis in this discussion towards the problem of later tuition work which we got away from; I would just like to see this developed.

Mr. Chesshyre — Well, there obviously are a number of things which I can add but again, I'm afraid, the question of tactics comes in here. The situation which I have been working towards all the time (this applies, of course, particularly with final year undergraduate students and postgraduate students) is to achieve the position whereby the student is in between his course lecturers and the library; in other words the course lecturers feed material through the student which involves library use. Now with certain departments at Surrey particularly, this is developing

quite satisfactorily from my point of view and I think also from the lecturers' point of view. We have drastically increased the relevance of the course so that it is now completely course-orientated from the point of view of the individual student. Before the final year students come on the course I am provided with a list of the project titles that the individual students are going to cover. Now this helps enormously. The same applies with the M.Sc. students with their dissertation titles and I can add relevant examples throughout the seminars based on the project titles that I have been given and, as I say, quite a number of lecturers come in now and sit at the back. With the Chemistry Department this has been particularly evident and also with the Biochemistry people. In fact I had a line-up one time with an M.Sc. course in Clinical Biochemistry with the complete lecturing staff of the Biochemistry Department from the Reader downwards sitting on the back row, which was a little disconcerting. I did warn them in advance that they probably would not learn anything from this. I was quite heartened when the Reader came up and said that there were at least four items that he did not know existed that I had discussed when I was covering certain aspects of the literature, so from his point of view it had been a worthwhile venture. Obviously the reverse can apply, you can drop yourself completely in the cart, but still the co-operation of the lecturers is undoubtedly the thing that I have aimed for all along. I have sought endless opportunities to discuss the type of work I am doing with the course lecturers so that they are fully in the picture. As far as the students themselves are concerned they are told on the course that it is not concerned only with the use of the University Library, I am concerned equally with what happens to the student and his library use after he leaves university. I think if he just regards it as an academic subject it is not going to have much relevance to him so I am at pains to make this point all through the course that I am looking at him from the point of view of a career prospect and not just as a student. I think this can be quite a valuable point. The intention is not to turn out a load of little librarians. I warned a number of them that there are omissions that I am consciously going to make in the literature because I don't think they are relevant and I have discussed this with their course tutors. I sit in on quite a number of course boards of studies when the content of the course is being discussed and I'm invited to make my contribution from the point of view of the literature and this often results (perhaps I may sound as if I am not being sufficiently objective in this) in a much better reading list being presented to the students in next year's course; it is not just a matter of taking little chunks out of certain books any longer.

Mr. Hill, N.R.L. This is, of course, so very important to us because the informed students that you are turning out to-day are our informed readers of tomorrow. It may be of interest to know perhaps of one thing we are involved in at the moment, and have been now for a couple of years, with the Oxford College of Technology. There we have been approached by the Chemistry School and each year I usually go down and give a general talk to them on the use of chemical technology literature and then a party of the third year students and some postgraduate students come up to the Library and I give them a little more detailed introduction into how to find out. Now each of these people coming up comes with a project ready, he knows he has a certain aim in coming to the library in the first place and therefore in a small seminar (there are usually about a dozen or 15 of them) they will put over some very specific questions about how they get started on this and amongst the answers they get is that if they are really

stuck they should ask for the library specialist by name for further help. I think this is getting over fairly well; I am waiting for a little bit more feed-back on it. Possibly this is not so widely known as it might be. Certainly in the National Reference Library we regard ourselves as having a very definite part to play in the field of helping coach people in the use of literature and I think possibly it is a back-up service that we ought to be providing. Each of you covers your own university admirably but there may be some area which you do not cover perhaps as well as you might, some subject field. If this is so, do not hesitate to get in touch with us and see if one of our 40 literature-trained scientists or engineers can be of help.

Miss Evans, York — With our science research students we do exactly this. We give them an introduction to our own library services and our own resources and make sure they know the right people to contact. The NLL are very good in supporting us by giving courses which vary from a day to three days. They come back feeling not only that they can use our library more accurately but also the much bigger resources of the NLL which is just up the road. One thing about research students I find, (I always think it is almost prostitution) that the best way to make sure that the contact is made is to arrange it so that when they register as library users they have to come to me. I am Deputy Librarian as well as being in charge of reader services, I have a very opulent and comfortable room, as most of us do in new universities, and they are ushered in there with some ceremony; I ask the subject of their research, mark it down and make copious notes and make them feel like VIP's. I then take them round and introduce them to the Subject Specialist that they will have most to do with and I find that if I can do this successfully, if they don't suspect that I am doing it, we are off. They then come back to us and very often ask for courses. I think this applies to pretty well every department of the library and I think this is because people who only three months ago were undergraduates suddenly find themselves being treated as senior scholars and respond out of all proportion.

Dr. Mews — That was a terribly interesting revelation of unknown opulence.

Miss Evans — It's true, we haven't got many books but we have very comfortable rooms.

Mr. Allen — If I told you how little we did for graduate students you would feel a combination of horror and astonishment. Partly it is because that one lets sleeping dogs lie when you have far too much to do, and when the graduate students indicate that they know all there is to be known, and Social Science graduate students I find do tend to have this sort of attitude (it is probably different with natural scientists, they realise how difficult information is to get at). It may be, of course, if there are several social science graduates all pursuing different problems in quite a number of fields - because the Social Sciences is a very deceptive unit, one tends to think it is much narrower than it is - they probably realise that nobody on the library staff <u>is</u> really competent to help them from some points of view, they <u>do</u> know more about it than we do and consequently they do not realise where we can help them. And since

they don't come we tend not to worry too much about them until they actually have a problem and then we give them the time that is necessary. But the request for Cook's tours comes from the Students' Union and obviously the new undergraduate, the Students' Union feels, needs something but one notices the Graduate Students' Association have made no move at all, and having far too much to do myself I have not got in touch with the G.S.A. and said "Don't you think the graduate students need anything at all to help them?" But of course, graduate students at LSE are two different types of people: there are the people doing higher courses who are still being instructed, lectured at and so forth and being provided with reading lists and seminar lists, and, of course, the students reading for M.Phil, Ph.D. and academic postgraduate diplomas in this, that and the other who are doing independent research and therefore have utterly different problems from the other people. If I was going to tackle them adequately I would need to increase my staff tenfold.

Mr. Hill As we have all been talking, I have gained this impression that the instruction has to be done by the Librarian or the library staff and that the other academic staff of the university do not play a part in this. I wonder is this entirely true? Queen Elizabeth College, who are not here unfortunately, come very much into contact with us in that their Chemistry Department has a course on the use of literature for their third year students which is organised by one of the lecturers in chemistry, he runs the whole thing and gets outside lecturers to help him.

Dr. Mews If I could just say something about Reading, which I don't want to plug this afternoon in any way: we find the attitude varies very much. Our physicists, for instance, do it for themselves, they do not want us to do it; but they do take over our little library guide (I have written separate Library Guides for students in the Faculty of Science and for students in the Faculty of Agriculture and students in the Faculty of Letters, as we call it here) and they use that. But they give the actual course themselves, which suits us very well and they feel happier about it. Some of our agriculturists, who have got a foot in two Faculty camps as it were, will do the same, and some will ask me to do it for them; it is a pattern that is different for practically each department. It can only be worked out, in my experience, with the collaboration and the special needs of each department in mind. I do what Mr. Parker calls a "case study", which I call a guinea-pig project where I submit myself to a situation in which I will find information on subjects entirely unknown to me before I was put on to that trail. This encourages them - I have usually managed to find out a lot of information just by being commonsensical and knowing about libraries. But certainly I could not lay down an overall plan for something that would just provide everything that advanced students want without further adjustment.

Second Afternoon Session, 15.45 - 16.45 - What of the Future?

LIBRARY INSTRUCTION CONCERNS PEOPLE*

Hazel Mews

Belief in the value of library instruction is almost an article of faith amongst British university librarians today, supported by no less an authority than the Parry Report. Many university and college libraries have embarked upon programmes at various levels of thoroughness, and much attention has been paid to the intellectual content of such courses. Films and other contemporary forms of visual and mechanical aids are continually being introduced into the instruction programmes, and adjustments and revisions of these are constantly made. But, in spite of all this effort, few university librarians seem wholeheartedly satisfied with the results. Librarians and information officers in subject-specialised scientific departments and tutor librarians whose work can be very closely integrated with the curriculum seem to be happiest with their programmes, but comparatively few librarians of general university libraries believe that they have found the ideal approach to the problem.

Since I have now spent three years in this work and have taught in a very elaborate programme for giving instruction to all first year students in the three faculties (Letters, Science and Agriculture) of the University of Reading, details of which have already been published,[1] the lessons I have drawn from my experience may perhaps have value for others.

The root of our dissatisfaction seems to me to lie in the fact that we have neglected to consider the human side of all this instruction: we have sought for the solution to its obvious problems along the fashionable path of increasing mechanisation and we have made little attempt to make a realistic appraisal of the people involved in library instruction and the situation in which they find themselves in British universities in the changing 1960's.

Those acquainted with the work of Professor Patricia Knapp will know that the Americans have so far paid more attention to these matters than we have, but there are signs to be read in Mr. Graham Mackenzie's article in Aslib Proceedings [2] and in research now in progress in London [3] that we are beginning to consider these teaching programmes no longer in vacuo, as part of current library ideology but as problems that are not only of concern to us as librarians but that also concern human beings in their roles as teacher and student within the university community.

For purposes of this discussion we may consider that the university community consists of the teaching (academic) staff and the students, and, as middlemen, the library staff, who are there to serve, and particularly those members of the library staff (here called "librarians", however designated in the library hierarchy) who undertake the work of library instruction. In this journal we may be permitted to begin with them.

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Librarians

Librarians undertaking the work of formal library instruction by means of lectures to large groups or by less formal teaching of smaller classes, are assuming a role not only for which they have no professional training (a state they share with many of the teaching staff) but, more importantly, one that many of them deliberately decided should not be their life's work, since their gifts do not lie in that direction. Trying to hold the attention of even a small group of students who cannot all appreciate the object of the exercise, is not an invariably pleasant experience, though admittedly it can have its rewarding moments. Some librarians may volunteer to do this work but they are understandably not always eager to continue with it indefinitely. They may face in addition the practical difficulties of keeping up with the work in their own departments and of fitting in the preparation for the classes as well as the classes themselves, if they are teaching at any depth at all. Even if they are giving instruction in the bibliographical approach to a subject in which they have fairly recent degrees, they still have to change their way of thinking about that subject. If they have years of experience in library work or even if they are recently out of Library School they have a further adjustment to make, the adjustment from the acceptance of the (more or less) logical arrangement of human knowledge devised by the classifying mind of Dewey or Bliss or Ranganathan to the view of such schemes as cutting across university departments and disciplines in a seemingly bothersome way. The bibliographical approach to knowledge with its satisfactory (or unsatisfactory) patterns of subject coverage and gaps noted and deplored, has its own validity but it is not shared by the average university graduate, oriented towards his department and its current topics. A meeting point between the two outlooks has to be devised. If some librarians quite naturally turn to their library school training to help them they incur the risk of trying to train little librarians instead of users of libraries, and this danger is perhaps the most subtle of all. Outside his own subject (and the degrees of library staff do not invariably cover all academic disciplines) the bibliographical approach is usually the only one the librarian knows.

Leaving aside the problems of organising classes at times suitable to all the students involved, we are still faced with the difficulties inherent in the librarian's own timetable. His working year is a fairly steady one, with fixed hours, even if they are awkward ones, and short and very precious periods of leave. The university teaching year, on the other hand, is one of peaks and troughs, with three peaks of ever increasing height, followed by several blessed weeks for recovery and preparation.

Some librarians brush aside these difficulties by feeling that they themselves are "not good at" library instruction and that somebody else should do it, but who should do it within the present pattern of library school training is not clear. To make the university equivalent of a tutor librarian into an acceptable position on a library staff needs deeper probing than has so far been devoted to the problem.

Lecturers (Teaching staff)

The attitude of the university's teaching staff to library instruction varies from enthusiasm to mild antagonism. There are those who, having found out how to use libraries by using them and by applying their own intelligence to the problems encountered, believe there is no need for such instruction. Others feel that if such instruction is given, it should be given by them instead of by the library staff. This view,

adopted by some scientists, was expressed in the following terms during a discussion on training in the use of biological literature in a recent article in Aslib Proceedings:

> Who should conduct such a course? Not, on the whole, librarians, for, just as we have had descriptive and experimental scientists, so we now have custodial and experimental librarians. Some of the latter group can perhaps be described as information scientists. These can make a useful contribution to such a course, but it should be conducted mainly by working scientists, far more of whom can be induced to take an interest in this field than is at first apparent.[4]

Teaching an intellectual subject to responsive students is surely the greatest satisfaction that working in a university has to offer. The university teacher's responsibility for his students' courses is the paramount one and he cannot abdicate it nor add to the already full time-table any courses of whose value he is not completely convinced. He will not enthusiastically encourage his students to attend classes unless he believes in their value and this will affect acceptance of the courses as few students are unguided by their tutors' views. The yardstick of the success of an academic department is still the number of Firsts or Upper Seconds obtained in Finals, and although library courses may play a part in this, they do not loom very large in the minds of most lecturers; the Hale report's reference to the university library as the "central organ" is rather tacitly than actively accepted.

There is also the problem of the evaluation of the contents of the "literature" of a subject. The specialists are obviously the people to do this, whereas the librarian's own evaluation should be made on a bibliographical or "reference" basis. The distinction is not always strictly made.

Students

It is widely agreed that most students need library instruction if they are to find in a university library all the material that is stored there for use. The difficulty is that many students do not want to use the library at this level of efficiency. Studies of library use have shown that the average student is content to read what he must for his course, i.e. he confines his reading to some of the references given to him by his instructor, to "overnight books" and to books in the "undergraduate collection" or its equivalent. To some students the university library is not even the place where they borrow books but the place where they sit and write essays, using their own books, or even where they just meet their friends, and watch the other students go by; this was revealed by some of the replies our own students supplied to the recent Cambridge questionnaire on library use. These are hard facts to take for those who believe with the Hale report that "the main purpose of a university education is to teach the student to work on his own and to emancipate himself from dependence on teachers" and many of the older generation of university librarians were sustained by their faith that they were building up a treasure-house of knowledge which would yield its riches to many earnest seekers.

In this particular period of revolt the "student's greatest fear" (to quote the Oxford Student Representative Council's statement) is "being made to study what he regards as irrelevant to his personal or social needs"; library instruction may easily be felt to be an irrelevant piece of busy-work imposed by the establishment and far easier to ignore or resist than, say, examinations.

It is doubtful whether this feeling of alienation will be removed by some of the mechanised means of teaching that are being introduced into our programmes, they may suit some minds but others may find them a cause of further alienation. In any case, books are "mighty bloodless substitutes for life", the ordinary catalogue can be an infuriating tool to use, and the need to manipulate even more tools may keep the student at an even further remove from the vital contents of the books he is groping to find.

It would be wrong to be too pessimistic about the future or about the lessons we have already learnt. There are methods of library instruction - or extensions of library activity which will help towards the same end - which are completely valid and valuable. They do not form a pattern of complete coverage of all needs and I personally do not believe that they will do this until we have re-thought the role of universities and university libraries in present-day Britain and made up our minds whether universities are places to train scholars, preserve and advance civilisation, turn out qualified men and women to serve the state, or whatever purposes we can finally agree are acceptable for such an investment of mind and material. Library instruction will then take its place in these accepted purposes. In the meantime we can carry on trying to improve what we are doing as realistically as we can. The following is a very brief list of activities which show promise; films, audio-visual or computerised aids are not included as they are receiving sufficient attention elsewhere. I have divided the items into activities conducted by the library alone and activities carried out in collaboration with other university staff. The deceptively simple goal of getting the library somehow or other built into the "content" of university courses is more complicated than was at first evident and methods effective in small colleges are not practicable for those responsible for planning an overall scheme for a large university. It remains true, however, that if the skills of teaching and of library staff can be used in collaboration, the mutual understanding and efficiency of the university community is improved.

Activities conducted by the librarians alone

1. The generally accepted talk to new students by the University Librarian, to welcome them and to give them an idea of the Library's place in the university community. Some libraries will find the showing of a recent film useful either at this stage or at a later stage.

2. Tours of the Library for groups small enough to hear what is being said and conducted by librarians whose imaginations can still put them into the position of being in a strange, awesome building, and who can realistically assess what can be absorbed in only 40 minutes or so.

Publications

Handbooks of the Library to be available to all students, giving all necessary practical information about hours of opening, rules for borrowing, plans of the building, etc. etc. In addition to this, either as a section

of the same booklet or as a separate publication, it is valuable to have a guide to the use of the library that covers an explanation of the classification scheme, use of the catalogues, an indication of some of the tools of information (e.g. abstracting journals) and so on, that is, a help to the student who really wants to understand how the Library works and to be able to use it to the fullest advantage. This must be written with the needs of the user of the library in mind, not from the outlook of a trained librarian who has lost sight of the ends in his preoccupation with the means.

Bibliographical Consultant Service

This rather pretentious term describes what is in effect a readers' adviser/reference service at a university level. It offers help in the tracing of difficult bibliographical references, the checking of troublesome points, advice in searching for information especially outside the enquirer's own specialty. It also provides rich opportunities for unobtrusive instruction in the use of the Library's catalogues, bibliographies, indexes. As Mr. Graham Mackenzie has pointed out in the article mentioned above, if the library demonstrates to Professor X that it is able to solve a few of his knotty problems, its usefulness in his eyes is decidedly enhanced. If an enquirer's own subject is kept in mind and he is told when other useful material is come across, this helps create an impression that the Library cares - as it should care but is not always seen to care - about the subjects on which its readers are working. The greatest difficulty in this service is the obvious one of finding suitable staff for what is a demanding as well as rewarding job.

Activities in collaboration with Teaching Staff

Symposia on sources of information in certain subjects or groups of subjects. These are extremely difficult to put over in an interesting way.

Collaboration in finding material on essay topics of which the librarian has had due notice from the department concerned.

"Guinea pig exercises". I use this term to describe talks in which the librarian explains the way he tackled an information enquiry in a field in which he had no previous knowledge, describing in detail and step by step the paths he took to find useful material.

Compilation of reading lists which combine the lecturer's evaluation of the material and the librarian's professional bibliographical expertise, resulting in more useful and accurate lists than could be devised by each separately. In such lists, which can range more widely than the one-sheet hand-outs for a class meeting, some lecturers see a hope of finding an answer to the tendency for students to regurgitate the contents of a few well-worn publications: longer, bibliographically accurate lists can lead more easily to a wider spread of the students' attention and a more rigorous exercise of their judgment.

These activities are some of the ways that have seemed to me in Reading to hold undoubted promise of permanent usefulness. They could not have been pursued without the support and encouragement of the University Librarian, for which I am very grateful. Subtle adjustments to time, place and people must, of course, be made all the time, but new developments suggest themselves as the work goes on. The advance though slow can be

steady along many fronts as long as we honestly wish to be of service to the university community and do not concentrate on the ideological satisfactions of librarians.

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1. MEWS, Hazel Library instruction to students at the University of Reading. Education libraries bulletin, no. 32, Summer, 1968, pp. 24-34.

2. MACKENZIE, A. Graham Reader instruction in modern universities. Aslib Proceedings, vol. 21, no. 7, July 1969, pp. 271-279.

3. Mrs. Thelma Bristow is at present working on a University of London thesis in this field.

4. WYATT, H.V. and BOTTLE, R.I. Training in the use of biological literature. Aslib Proceedings, vol. 19, no. 4, April 1967, pp.107-110.

5. See The Times report 10th June, 1969.

Dr. Mews The last item on the programme I have called "What of the future" because some of us would like to talk about the future, I think - most of us must look towards the future in any case. You have already received a copy of my paper (which I hasten to assure you I do not propose to read) ... I trust that perhaps some of you may even have read it before you came here and you will see that what has exercised me is to stand back from this problem and to see it in its larger context. I have had to see it in its smaller, everyday context for 3 years 2½ months so that I felt that I should now be able to see the wood for the trees and assess how I felt things should go in the future. We had this very interesting experiment which I came to Reading to carry on with and I believe that there was nothing really wrong with those courses provided the students were willing to spend the time and to learn what they could from them. I have lectured as well as being a librarian and I have been a Special librarian, and Information Officer, and many other things in my long and varied career so I do think that I am able to say this from experience. But there came the snag, which was that in comparison with the amount of energy, intellectual, physical, emotional that went into those complicated courses, not a commensurate amount of good came out; good did come out - we had some students who got a tremendous amount from those courses, but of course some students are wise enough to get a tremendous amount from anything and those are the students really who don't need us and that, of course, is the difficulty. So we have tried to re-think it, to provide only what was really asked for, where good was not only done but seen to be done and effectively done, accepted as being done, and we are still feeling our way. I have to be a polymath in these courses, I do everything myself. I don't mind sticking my neck out when I work with scientists as I have worked with them so long in the past that they might even occasionally forgive me for not being a scientist; and when I work with the humanities I am in my own field and I walk carefully there too. What I would like from this afternoon is nothing connected with Reading University Library, I would like us to look at this problem in the future as it concerns the whole of British librarianship at university level. I think most of the work that has been done has been detailed courses, largely in the field of science, and that is partly why I asked Mrs. Bristow to come along today. Many of us here, even those of us who are not chief librarians of university libraries, have a responsibility to several faculties, to students at all stages of their university career and I think we cannot just spend all our time on the details of various suggested courses but we must see how things are going as a whole. So that if I may suggest not so much topics for discussion as lines along which I myself would be grateful for guidance and these are:- a) what is to be the place of library instruction in a general university in Britain in the next few years? b) what is to be the shape of library instruction? and c) a last, more practical topic raised by Mrs. Bristow, the training of library school students, with this gap in their training in mind; what is the best way to fill it, can we help to fill it by pointing out the kind of skills we want from them?

Mr. Thompson May I go on on another practical note, Dr. Mews, and that is that at least two people here are on the brink of planning a new library and other people have various stages to plan. Now we heard Mrs. Bristow wants talking rooms, Mr. Chesshyre lacks a seminar room; could part of this discussion mention what sort of design, I mean how would the building do it? You have a stack floor with reader places and bookstack; now do you also have a set of rooms as well?

Dr. Mews I think that could well come in, whether we call it place or shape is no matter.

((Interlude for information about bus times))

Mr. Hall Just to start things going, as one of those who is hoping for a new library that we may never get, I would think that some sort of seminar rooms are a necessity, even if one is not going to do library instruction of this kind. We at the moment have nothing of the sort except the library committee room which we use when the library committee is not using it. We find the number of uses for it to be virtually unlimited and when we do odd bits of instruction of this sort which is fairly spasmodic, this is the room we have to use. I think it is hopeless if one tries to do this off the premises in departments, in spite of Mr. Chesshyre's experience, because you have to have a tribe of porters carrying material there, there's quite a lot of it, especially when you are dealing with manuscripts and older printed books that you just don't want to leave the premises. Therefore I would think that a room or rooms of this sort are necessary. Also there is the fact that with some subjects, Law is one that I have in mind, the way in which they seem to use their material does involve a good deal of talking and discussion amongst the volumes and therefore they need to be segregated.

Dr. Mews One difficulty I find with my own room in which I can have small seminars, is its long distance away from the catalogue. I think the actual siting of the room is very important.

Mr. Crossley Can I raise the question of the education of the librarian to do this sort of work. You, Mrs. Bristow, referred to the training of library school students in this. I should imagine that, with their course content, they haven't enough time for anything which is very productive in this line. I rather feel that the boat has been missed in that when degrees in librarianship were instituted that was the time, I think, to inject into the course a reasonable amount of an education course. Instead of that they have gone off on the lines of literature and language studies and one thing and another. I don't know if it is too late to alter this; there, it seems to me, is the chance to do something. If we cannot get it done then all that can be done is to give practising librarians in institutions such as our own some sort of teacher training course.

Mrs. Bristow I did go to discuss this at University College and they said that their courses were too formal and they thought it ought to go into an M.A. course (they are now running M.A. courses in which they do have lectures.) I feel rather strongly that it ought to be done in the initial training. I see quite a lot of library school students because a lot of them come to do their practice with us and they do come to talk to me a lot about their courses and they don't only come from London libraries they come from others in the country, and I must say that I think some of the library school lecturers would be a bit shocked if they heard some of the criticisms that the students make of the courses and I think they would very much like something else in their course that is not just sort of technical librarianship but something that is involved with life and the modern world in which they live, and with ideas. So I think that if only one hour a week was put in of another course it might be something that would

leaven the whole course a bit and give them some sort of other interest as well as training them for doing this sort of work, and this is what I am trying to work out at the moment.

Unidentified voice — One would have to begin by teaching the library school lecturers to teach ...

Mrs. Bristow — Well, I have felt that part of the course should be worked out with probably a psychologist who understands personality development and there are quite a lot of psychologists in this area who, for instance, when they come to retire have got time to do this sort of thing and I think might be interested in doing something. And actually, Mrs. Abercrombie who wrote this book that I was talking about, is in London at the Barton School of Architecture now. She has been at University College where there is a library school; it seems to me that she was a person who could have been used in that particular course. I think there are possibilities and I don't intend to be put off at the moment, I am still pressing on to find ways of introducing something. The things they are learning in the other courses, for instance, these special literature studies, could be linked up; what they are learning in those courses could be used in this particular course that I am thinking about. When they get to a particular subject you could say to them "bring along the material that you would want for this particular subject that you have learned in your other literature surveys" so that one could make the other library school lecturers feel that in a way what they are doing is being applied in this particular rather odd course that they might consider it.

Unidentified voice — Could I ask Mrs. Bristow: have you investigated the tutor-librarian courses at places like Garnett College? Have you any comments to make on that sort of course in relation to the type of thing you are thinking about?

Mrs. Bristow — I have read about the Garnett course, yes. I am a bit troubled by it because I feel they are giving teacher training courses in the much more conventional sense and I don't feel that this is really what we need. I feel that the skills of librarianship need to be applied in a new way and if librarians can be made a bit more flexible and imaginative in using these things their own skills could be used instead of just throwing them overboard and training for teachers. Then you see we are going to run into trouble with academic staff if you do bring along a whole lot of librarians trained in teaching, I think that is going to make more problems.

Dr. Mews — The only tutor-librarian course that I had any knowledge of, and about which some information was sent to me by post, was a course in English in one of these training colleges. It consisted of an analysis of a novel, say, Lord of the Flies, and was in fact a similar sort of seminar to the ones I used to give when I was senior lecturer in English at the University of the Witwatersrand. I would not think that such teaching is the province of a librarian: it was plain subject teaching - based on a book, yes, but then the whole of teaching in the humanities is based on books.

Mr. Brinkley It seems to me that SCONUL subsequently might do something in a limited way because there are, for instance, in University College, Wales, two people, trainee librarians under the SCONUL scheme, and admittedly if their programme is like that of mine and of many others the training is very poor but an improvement would be for them to be actually put to observe and comment on the library instruction that was given at that institution so they would at least have a little bit of an idea of the problems that confronted the people at the making end and what it was like to be at the receiving end. I am sure that even that small step would be an advance on what many of us perhaps had before we went into full-time librarianship. At Manchester I did come across this informally but it was never put to me as a part of what I would be doing. Since in most institutions the SCONUL year is one with a certain flexibility, usually a little time could be spent in possibly a small exercise of this nature, at least the student could be made aware of this situation and made to think of its advantages.

Mr. Allen May I comment immediately on that from the point of view of the host institution? The host institution does have to pay the SCONUL trainees. If only the money for their year could be partly found somewhere else I am sure it would be far, far easier to make the year more profitable to the people who come to the Library. But as it is, the library is, in fact, spending part of its budget on this and therefore balancing what they get from the trainee with what they would get from an ordinary member of staff and that bedevils the whole situation right from the start.

Mr. Thompson Taking Mr. Allen's point, could I go back to support Mrs. Bristow. I worry a great deal about the kind of alienation between what library schools teach and what we actually all require, and the thought of all those hours of worthless lectures on classification and similar subjects as opposed to, say, what Mrs. Bristow is recommending; we seem not to be able to get at the library schools, the product we seem to get whether we want it or not.

Mrs. Bristow Actually I think a lot of the young people going into the profession now are very interested in library instruction and this type of library work. I have actually found great enthusiasm among the people who have come to us. I think it is quite worrying that some of the library schools - (I know they vary but they do just have lectures the whole time and very little discussion at all) they listen to lecture after lecture and pile up notes upon notes and I know the exam is hard and they have to work terribly hard in that year but I don't really feel that it is the best way of training for work in dealing with people, which is, after all, what we do in a library.

Dr. Andrews I am very interested in a comment from Dr. Mews in her paper saying "to make the university equivalent of a tutor-librarian into an acceptable position on a library staff needs deeper probing", and even though tutor-librarians may not have been well thought out in the past I think that we might consider the probing of the training of such a person as a tutor-librarian. You see, it seems to me that it is unrealistic to expect the library schools to stop teaching classification or cataloguing or palaeography or whatever it is they teach, because there

are some people who are genuinely interested in this and also there are a lot of library school lecturers who are not capable of doing anything else, so we have to accept this. But it seems to me that there ought to be alongside alternative courses for people who are not going to be cataloguers, who are going to be specialist tutor-librarians with comparable status with the rest of the library staff. They would be specialists and they would do the job far better, I think, than if we try to train all the library staff, capable and incapable, to be amateur tutor-librarians. We really want professional tutor-librarians.

Dr. Mews Would it not be a possible solution that just one of the library schools should provide this course? In the same way as Sheffield specialises in training scientific librarians couldn't one of them specialise in teaching library instruction? This was suggested to me by my own experience in library schools in South Africa where the library school that I was attached to specialised in training for scientific information work largely because I was lecturing there, and had just spent 14 years building up a scientific information service for South African industry. It was fortuitous but fitting that that library school was situated within the industrial complex of the Witwatersrand. I agree that you cannot expect all the library schools to stop teaching the actual techniques on which most modern libraries are built up and go on to teach this new thing which at the moment is of such interest to us, but one school might. But again, how to get one of them to do it, that I do not know.

Mr. Larkin You have asked us to look at the future, Dr. Mews, and I have been trying to look at it and, in my simple way, I find it a depressing prospect. On the one hand we shall almost certainly have an intake of a greater number of students, I gather it is a matter of opinion whether they will be as well educated as the last lot, but there will certainly be more of them, so that the task of instructing them in library use is a big one. On the other hand we have what was said so acutely, I think by Dr. Andrews, that the 70's are going to be a very difficult time for all libraries and universities in the question of staff and since all this instruction does mean extra staff (it does to me anyway) I cannot see how we are going to convince our universities that the staff is necessary. I say this partly because I have encountered a great deal of scepticism in my own university - I don't put my own university forward as typical, I am sure you are all much more advanced than we are up there in the corner of the East Riding, but nevertheless in these out-of-the-way pockets there is still this scepticism lingering that 'nobody taught me how to use a library and look at me now,' sort of thing. But also, and I think this is something that I felt earlier when someone behind me was saying that some people can do cataloguing and some people can do reader instruction. It has been said very forcibly to me, don't forget that your primary library jobs are acquisition, cataloguing and circulation; buying the stuff, recording it and handing it out. Everything else can go before they go; your instruction, your reader information, this that and the other, your subject specialisation; they are all very nice but they are luxuries. This has been said to me very firmly and I think it may be said to us again in the 70's. What I would like to know, what I would like to ask my colleagues is how they have obviously been more successful than I have at convincing the authorities that this is not a luxury but a necessity.

Dr. Andrews — Can I just say that I am right behind Mr. Larkin. I am speaking now from Lancaster which boasts of having, I think it is 9.4% of the University budget spent on the library, in other words a very high percentage, one of the highest. We are trying to give reader instruction and will still continue to try to do it but I do feel there are serious practical problems in any expansion. When I say I agree with Mr. Larkin it is not to say that I applaud what I feel to be the case, I don't think he would applaud it, it is just that one has to deal with realities.

Mr. Price, U.M.I.S.T. — I would like to take up one point which Dr. Mews makes in her paper about the danger of teaching (I am talking now about literature searching or more advanced lectures rather than the orientation courses), the danger of teaching students as if they were would-be librarians and I feel that this is general. We suffer from it where I come from and I wasn't very happy when OSTI sent round a circular recently which gave a long list, a sort of syllabus which allegedly is what one ought to convey to third year students and postgraduates, which listed the various topics - the literature itself, the difference between periodicals, books and theses, the guides to it - at least three lectures gone, the major reference tools, the research stations etc., the specialising libraries in their field, statistics and their intricacies. I think that for a lot of students this is too much and I don't think they can digest it. Librarians are very fond of literature, but I think we are in a small minority and I think that we are in danger of giving far too much of this information to third year students and, if you like, particularly postgraduates. I wish the emphasis could change so that if you were talking to, say, physicists, you would obviously describe to them a whole lot of copies of Physics Abstracts, Reports on the progress of Physics and a few others. But I wish that with this background, and possibly some theoretical instruction in the course of a quarter of an hour on techniques of searching (how to put headings down, things like that) I think then - and this is where the NLL, I think, is right in the influence it has been exercising - then get them actually to use the materials in real life problems. Even demonstration searches are no substitute, I think they should then get down to actually performing their own subject searches and it is only then, in my limited experience, that the penny drops and they benefit from the background. Going on to a slightly wider context, it may be that to make courses palatable to the academic staff - and in technological institutions students have a fantastic lecture load, 28-30 hours a week which I believe is rather a lot - perhaps we could make it more palatable if we did not actually give these other lectures on report-writing, which they do need; if at least we could organise or arrange for lectures on report-writing. And there is this other question of personal references, organisation for reference files, edge-notched cards and this kind of thing; if these could all be combined into a more palatable package and if we could shift the emphasis from teaching would-be librarians to teaching people a bit more purposefully, I think this is how I would like to see the thing move, as a generalisation... Rather than have one person who does the whole lot, which is a big job, if we had 12 subject specialists, who change with the turnover; the NLL will take one person a year from any one university library to give them a course which they so excellently do, but this is not enough and I think these two things hang together. If the courses need changing in their emphasis then you cannot do that unless the subject specialists are trained to do this, so I think this means local co-operation. I think this means a combination of instruction in teacher training if you like, and also

instruction with particular reference to putting over literature searching. I don't think that one can expect someone straight from university who perhaps has not been through a library school, to put this across to students; they have got some advantages in that they have been through the mill themselves but they won't know everything. So these two things hang together - training of the subject specialists and a change in emphasis in the nature of the syllabus for some of these literature searches.

Mr. Chesshyre Can I just make two points, the first is in connection with a remark Mrs. Bristow made earlier on. I am not happy about training people at library school in techniques of library instruction. I think that one of the common grumbles that has been levelled against many library school lecturers, for instance, is that they have come perhaps straight out of library school and gone back as a lecturer. I think that some experience in librarianship is an essential pre-requisite to teaching others how to use libraries; certainly in my own instance I don't think I would have attempted what I have done if I had not had a fairly catholic experience in librarianship and I think perhaps a number of us would agree here. As far as Mr. Price's remarks are concerned, well the course that he outlined from OSTI sounds very much like the course which was given 7 or 8 years ago at Hatfield and I think OSTI did, in fact, write to Hatfield and ask them for details of their course and from what I remember of it it is almost identical, whether that is given at the moment by OSTI I don't know. But Hatfield, I know, have changed their course considerably in the light of experience, I was there myself for a number of years in charge of these courses. The type of course which we give at Surrey is, by and large, the type of course that Mr. Price is advocating. The concentration is on the actual working experience of the individual and we are not concerned in attempting to produce little librarians. I think if you keep them as a set of library school students you fail entirely, for one thing they are not motivated by any examination as a library school student is and therefore they will only come if any lecture is compulsory. You gauge, as other people have said, the success of the lectures or seminars that you give on percentage attendance. We all have our failures, I have got one course that I knew at the outset that I was going to fail with and events have proved me right because the literature involvement on that course was marginal. But where a course has a heavy literature involvement such as the chemists, the biochemists, chemical engineers and people in the human sciences, these, I think, are the people that you concentrate your effort on; certainly with some of the engineers I would say their literature involvement is, in some cases, rather slight and if it came to the pinch and somebody said to me which courses would you drop I would drop certain courses without naming them in the university and concentrate on those with a heavy literature commitment. But certainly the things you were advocating are the things that are going on at the moment as far as I am concerned at Surrey.

Mr. Crossley If it is any relief to Mr. Chesshyre, the library school lecturer has to leave the atmosphere of the library school and spend 12 months in a real live library because only that is approved by the profession for his professional qualification as a chartered librarian before he can go back and lecture. This has happened to us, we have had one of these people passing through our library just for the sake of the 12 months.

Mr. Chesshyre Yes, I realise that before becoming a chartered librarian this is necessary but I still think that 12 months is rather a short period from the point of view of accumulating library experience.

Miss Burton Can I just make two points. One, I agree very much with Mr. Chesshyre about the need for experience by practising librarians before attempting library instruction and leading on from that I think that some short courses, possibly of the type that Aslib is proposing for next year for library instruction would be useful because the difficulty is to get away from the training of little librarians and to twist oneself round to look at the literature and the whole problem from the users' point of view. In libraries where more than one person is involved in doing this work any lengthy course would be difficult to attend by virtue of the number of people involved. Possibly in our case there may be six, seven, eight people involved in seminars and therefore if it were a two-week or a longer course it would probably be impossible for them all to go, even on a staggered basis. But I think that with a certain amount of planning it would be possible to get quite a lot of help out of quite a short course. The sort of thing that one really needs to know is what level to pitch this instruction at. This is my personal experience of it, when I started (and I have not done a tremendous amount of it) but the question was how much did the undergraduates or the postgraduates know already; one tended to forget and assumed that they knew more than they did usually. The other thing was that one tended to push too much into the course so that you were trying to give them too much instruction and information and they couldn't absorb it. I think these sort of points could be got over and could help the new person attempting library instruction enormously and give them more confidence to do the work and to do a better job. And I wondered whether in fact SCONUL or possibly Aslib could look into this question and try to establish and organise such courses? The point is the people who are going to run them would have to be people with a good deal of experience in this field and there aren't too many people like that. My other point is this question of the large numbers of people coming up, the problem that we all have of doing virtually the same sort of work particularly at the orientation level, the elementary level. We are all doing a lot of work to produce talks, or taped commentaries, or films. If we could get together on this and produce some sort of kit which would be available, that would require only perhaps local variations, I think we would save a lot of time. I think what we need to do is to rationalise the problem and try to decide whether we could save time by using audio-visual aids, for instance, and then the time saved could be spent on the more advanced level of instruction where the personal involvement is more important.

Mr. Brinkley If I may just return to something Mrs. Bristow said this morning which I have been considering off and on ever since she said it. One of the last things that she said was how, when you were doing your programme of library instruction, everybody was involved in it, even the juniors were in on it. I have noticed, albeit only in a small degree, in Aberystwyth where I am there is a tendency to think of some people as library instructors and some as not and when we are considering about the shape that library instruction will take in the future we ought to have one eye open for this kind of background that is necessary to any scheme of library instruction which will need the support of the library as a whole. I think it is a valid point that some librarians are better at

talking, whether in seminars or in lectures, others are not but those who aren't perhaps good at talking could be brought in for their subject expertise to help. They may not be very good at talking but some might have an idea about the arrangement of any publicity or handouts and so on. And so if I may make this point that when we do go ahead with whatever plans we have for defining our library instruction we should try and think about that as well, of integrating the whole library effort into it so that there is not a segregation between library instructors and non-library instructors.

Mrs. Bristow This actually we have been doing. We have, for instance, one person on our staff who is tremendously good at all the background things and who knows the tools very very well, but is not very good at putting himself over and what we did was to put him in charge of having all the tools summarised last summer and when we are doing a seminar where we have got somebody who is good at putting himself over dealing with part of it, we draw in this other person to come in and talk about some particular aspect that he is very good at, so that you have two of the staff involved in that seminar at different stages but they are both putting into it their own special qualities. And I think one has to do this with library staff because you cannot have the library staff against you, you have got to have them all with you if you are going to do this work at all. And another interesting thing I should perhaps mention: one of my new juniors had done quite a lot of typing for these things and was interested. There was going to be a seminar for the M.A. Geography people in the tools for Geography and she has a Geography degree and I said "you can have the afternoon to go and help the person who is preparing this seminar and then you should be able to use your special knowledge." I thought this would encourage her. After about an hour she came back and said "My geography degree isn't any use in this at all because I don't know any of the tools. Michael knows all the tools and he is finding all the material and so on but I shall just be like the students at this seminar. I've done a geography degree but I have not learned any of the ways of finding the material when I was doing my degree so I shall have to go and learn the same as they are and I realise I should need to go to library school". So after spending an hour she came back to get on with her work. I thought that it was good that she saw that for herself and realised her lack. The person who was giving the seminar hadn't got a geography degree but because he knew all the bibliographical tools he could prepare it and in this way we do try to draw the staff in wherever we can so that we have got their support which is really very necessary.

Mr. Fawcett, East Anglia Which brings us on to the point of giving instruction in library instruction to our own library staff. I wondered if anybody had tried it.

Dr. Mews I did at one stage - when we decided to combine individual subjects together in groups. The classes, I think, were interesting, at least they were said to be interesting, but how they were translated into the actual seminar it was impossible to tell unless you sat in on them. It's a rather difficult problem in that way.

Dr. Andrews We have tried in-service training, a fairly intensive course of in-service training at Lancaster with two hours a week, Tuesdays and Thursdays all this term and we are going on after Christmas to take this into February and we have tried to cover all aspects of librarianship (rather ambitious), the bread and butter routines and also we are covering, as far as we can, an introduction to basic reference books and including also practical classes on these tools. Lancaster being isolated, we have invited local libraries to come in as well so that we get not only the university library but we are trying to maintain good relations with the County Library at Morecambe and the City Library in Lancaster.

Mr. Hill We tried the internal seminars to educate our own newcomers, both general introductions to what we are all about, these can be week-long courses; but possibly more interesting in the context of the present discussion we run 'How to find out' seminars. The seniors are responsible for preparing these, the next one we've got on the stocks is "How to find out data in environmental pollution." This goes right across all the subject boundaries. About eight of the senior staff will be contributing if you like on a panel out there and on the other side will be newer, junior members of the library and in this way the seniors get over to the juniors, the newer members, how to get into the literature on subjects they know nothing about when they themselves will have to cross the discipline boundaries.

Mr. Chesshyre Could I ask Dr. Andrews for whom his courses are given, are they for new graduates or new library staff whether they are graduate or professional, or graduate and professional; what sort of level is the course aimed at?

Dr. Andrews Yes, this is a problem. They are in fact aimed primarily at new members of the library staff, junior members, also at SCONUL trainees; we have two SCONUL trainees. But the difference in approach and outlook is a problem to us. Perhaps I could just add that we hope to round off this course by two post-mortems (we show the library film, incidentally, as most people do at the beginning of the session for the benefit of freshers primarily) we are going to round off the in-service training course with a repetition of the library film and then we are going to invite comments from the people who have participated, from the students, so to speak, and we intend to rig up a system of microphones so that we can record the proceedings and then we are going to have a second post-mortem when the speakers, in other words the senior staff who have been contributing to the in-service training, examine the criticisms that are made. We are hoping to keep the senior staff away from the first post-mortem so that the discussion will be uninhibited.

Dr. Mews According to our clock we are at the end of our deliberations. This is what Mrs. Bristow has taught me to call a 'happening' rather than anything with a definite aim in mind; it has definitely been an exchange of experience. Whether anybody would like to make any proposals to go to SCONUL or anything of that kind, it is entirely lawful, I imagine, to do so. Whether anything would come of it is another matter. Or we may just think that we have had the pleasure of hearing a lot of people talk on a field that we are very interested in. I am particularly grateful to all the people who came to speak. I am very grateful, too, to all the people who made the discussion a worthwhile one and it is now open to you, if you

want to do anything more definite than that, to say so; if not, we must, I think, wind up.

Dr. Andrews I think we must thank Dr. Mews and Mr. Thompson for all the work they have put into this. I don't want to take up a lot of time but I am sure we are very grateful for this and do appreciate all the work and the hospitality.

POSTSCRIPT:

On the suggestion of Mr. Hill it was decided that he, Miss Burton and Mr. Thompson should constitute a small committee to investigate the possibility of instituting short training courses for library instruction.

H.M.

LIST OF DELEGATES

Speakers' Table

London University Institute of Education - Mrs. Thelma Bristow
Nottingham University - Mr. G.L. Hayhurst
Reading University - Mr. J. Thompson; Dr. Hazel Mews (Organiser)
Southampton University - Mr. K.E. Jones
Surrey University - Mr. H.A. Chesshyre
Sussex University - Miss Barbara Burton

Delegates' Tables

Aberdeen University - Mr. A.T. Hall
Aberystwyth University College - Mr. R. Brinkley
Bradford University - Mr. C.A. Crossley
Bristol University - Mr. J. Farrell
Brunel University - Mr. R.W.P. Wyatt
Cardiff University College - Mr. H.A. Cufflin
City University - Mr. G. Robinson
Durham University - Mr. B. Cheesman
East Anglia University - Mr. F. Fawcett
Exeter University - Mrs. Mary Connolly
Hull University - Mr. P. Larkin
Imperial College, London - Miss Joan Hardy
Lancaster University - Dr. J.S. Andrews
Leicester University - Miss Ivory Buchan
Liverpool University - Miss A. Lythgoe
London School of Economics - Mr. C.G. Allen
Manchester U.M.I.S.T. - Mr. W.A. Price
National Reference Library of Science and Invention - Mr. M.W. Hill
Nottingham University - Miss Alice Clarke
Southampton University - Mr. C.C. Parker
Swansea University College - Mr. F.G. Cowley
Ulster New University - Mr. B.J.C. Wintour
York University - Miss Margaret Evans

Appendix 1

SOUTHAMPTON UNIVERSITY LIBRARY

Instruction in the Use of the Library and the Techniques of Literature Searching, 1969

SCIENCE & ENGINEERING

	Type of instruction	Attendance		
		Poss.	Actual	%
1st year	2 lectures	633	430	68
2nd/3rd year	12 ½-day courses	386	238	62
Postgraduate	12 ½-day courses	164	71	43

ARTS

	Type of instruction	Attendance		
		Poss.	Actual	%
1st year	28 small groups by course of study	287	142	49
2nd/3rd year Postgraduate	NO FORMAL INSTRUCTION - INDIVIDUAL ATTENTION ON REQUEST			

SOCIAL SCIENCES

	Type of instruction	Attendance		
		Poss.	Actual	%
1st year	1 lecture	180	52	28
2nd/3rd year Postgraduate	NO FORMAL INSTRUCTION - INDIVIDUAL ATTENTION ON REQUEST			

Appendix 2

SOUTHAMPTON UNIVERSITY LIBRARY

P L E A S E H E L P

We recently gave a course on finding scientific and technical information for your group, and we naturally want to improve its usefulness from your point of view, if we possibly can. If you are prepared to help, please complete and return this 'mini-questionnaire' to Chris Parker in the Main Library.

Faculty Science ☐ Engineering ☐ (Please tick where appropriate)

Year Undergraduate 1st ☐ 2nd ☐ 3rd ☐

Dept. Postgraduate 1st ☐ 2nd ☐ 3rd ☐

..... (You need not enter your name on this questionnaire)

1. Attendances

a) Did you attend the Library Course? Yes ☐ No ☐
If not, please give your main reason

b) If you attended, did you stay to the end? Yes ☐ No ☐
If not, please give your main reason

2. Overall impression if you attended

a) Was the course too long ☐, not long enough ☐, about right ☐?

b) Was there too much new information ☐, too little ☐, about right ☐?

c) Did you find the presentation, apart from the actual subject content, interesting ☐ or boring ☐

d) Do you consider the content of the course to be relevant to your needs?
Yes ☐ No ☐

e) Having attended the course do you feel more confident ☐ or less confident ☐ about tackling the information problem?

3. If you attended, could you please state your main criticism?

4. We are considering the possibility of expanding the demonstration search section to include the principles contained in the other lectures, and of providing leaflets to cover the factual side of these other lectures. The resulting course would then consist of lectures based on the various stages of a practical search. Do you think this is a good idea
Yes ☐ No ☐

5. If you wish, please feel free to comment on any other points about the course or individual lectures, e.g. time of year held, subject coverage, publicity etc.